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THE AWAKENING
COLLEGE

THE AWAKENING
COLLEGE

CLARENCE COOK LITTLE



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PREFACE

THOSE who trust youth and those who do not are mingled and interwoven in the fabric of our colleges and universities. Some intangible and irresistible force is busy sorting them out and bringing them into conflict. Their active disagreement is not always correctly analyzed or even accurately observed. It is, nevertheless, very general and of deep significance.

Everywhere in our colleges and the universities, of which they may form the component parts, are unmistakable signs of activity involving fundamental and far-reaching changes. These are not merely modifications of form, but include variation in vitally important functions as well. They are indicative not only of new quantitative standards but of an impending readjustment of basic ethical values. Uneasiness, uncertainty and lack of coherence characterize the situation. The stretching and yawning, the obvious necessity of modifying, coupled with the lingering desire not to change existing procedure, the groans of departing somnolence in the anguish of increasing activity are significant, and justify the conclusion that, complicated and difficult of analysis as the process undoubtedly is, the total sum and product of the changes may fairly be described as an awakening.

To make one matter clear at the outset, it may be stated that the attitude towards youth to which this

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book is pledged, is one of confidence and lasting affection. If some of the contempt felt for those who, distrusting youth, insist on attempting to rule it by vested authority seems obvious or bitter, no apology will be made.

Frankness should be an integral part of our educational system. Education, supposedly the most idealistic and unselfish of all professions, should surely be wedded to a fearless search for truth.

This being the case it is amazing and disappointing to find how large a rôle selfishness plays in the motivation of many people who are influential in our educational institutions. The fact that many of these people are entrenched in positions involving permanency of tenure adds zest and difficulty to any attempt to unearth the facts in the situation. It also leads on their part to the introduction of "personalities" and bitterness, both in their own reactions and as motives attributed by them to those with whom they disagree. None of these things, however, should deter or influence the steady advance of the awakening process. There will be individual failures and "academic mortality," acid criticism and personal recrimination for many. To balance these facts, however, will come a sense of internal happiness to those who stand with youth and eventual success for the new principles involved.

The origin of the impressions, interpretations and criticisms given in this book is personal. They have, however, been shaped and modified by evidence gained at first-hand from scores of close friendships with secondary school, college, and graduate school students, parents, faculty, alumni and alumnae, executives, business and professional men and women, politicians and clergy. If specific instances are cited from time to time they might easily have been replaced by others. They have therefore

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no peculiar or individual significance. No one institution or individual within an institution is aimed at.

Any single analysis is at best admittedly only part of the truth. Exceptions to generalities may always be found. For these reasons and because it seems only the fair thing to do, any destructive criticisms will be accompanied by a suggestion of a possible method of correcting or controlling the situations that called them forth.

If the reader can be made to feel that the present activity in the colleges is the reflection of a new spirit based on a finer conception of human values, it may be that he will agree with the broader generalizations of the last chapter in which is attempted a rough sketch of the type of "day" that may face the fully awakened college of the future.

Youth forms the only living bridge over which we and our most precious ideals can progress to continued survival on the earth. Only if we become a part of youth, and it of us, will such a passage be assured. A relationship of intimacy with youth involves in no way a relinquishment of principles or a lowering of standards by the "older generation." It does, however, call for an attitude more like that of an older brother or sister and less like that of an unsympathetic and disinterested "grown up." This naturally means that if in any capacity it becomes necessary for adults to restrict or to discipline youth, such action should always be taken for youth's own sake and not for executive efficiency or for the convenience of the adult ruling group.

The whole situation in our colleges is intensely absorbing and has in it all the intriguing elements of the unknown that used in days gone by to light up a man's spirit and love of exploration. Today our colleges provide, in the field of the mind and of social progress, opportunity for danger and disaster, but also for the discov-

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ery of new worlds and for the development of a more enlightened vision and a happier humanity. It is an environment which, by the stern trial of men's spirit, is gradually becoming freed from the insincerity, hypocrisy, and selfishness of an orthodoxy that has for long held sway during the deep sleep of youth—a sleep now broken.

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TWO great inadequacies have largely contributed to bringing about the present period of experimentation on new methods of selecting students for admission to college. The first of these is the failure of the written examination as the sole means of determining the fitness of the prospective candidate; the second is the failure of the faculty to meet a continuous psychological test which involved the need on its part of initiative, imagination, and unselfish interest in the welfare of the students.

To understand the conditions as they now exist it will be necessary to face each of these failures with impersonal frankness. It is never pleasant to be destructively critical. In this case, however, there is no other way to clear the decks for a view of the encouraging new elements that are shaping the methods of choosing the college students of the future.

People are more important than the tools they use. Let us, therefore, begin by considering the behavior of the faculty towards the problems of admission to college.

There seems to be a reasonable amount of evidence that mankind likes to involve itself in situations of surprising and unnecessary difficulty. The more illogical and useless the cause of the difficulty the more its maintenance and care become matters of profound concern and almost maternal solicitude to a regrettably large proportion of law-abiding

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citizens whose imagination and elasticity were probably permanently lost in early childhood. Having themselves mastered the intricacies of a form of ritual with which the particular non-essential procedure is vested, they so perfect themselves in carrying it out that to pull it from them unharmed is worthy of the efforts of another Israel Putnam, Androcles or Jason. The majority of the influential members of faculties of liberal arts colleges have thus entwined themselves about the College Entrance Board examination as being a good and sufficient test of a student's fitness for college.

This behavior indicates clearly that they were willing to worship a ritual for its own sake—an important quality in view of later developments. It became increasingly clear to a larger and larger number of people that the claims of the student for consideration were being neglected. As a result murmurs began to arise, grew louder, and finally became an insistent voice demanding that the personality and maturity of the student be allowed to play an important rôle in his selection for college.

Many faculty ears were, and still are, deaf to the claims of that voice. Its request was called visionary, difficult of definition, and therefore of measurement. Of course it is all these things, and by being so offers an irresistible claim to serious attention. Everything in life that is most subtle, most constructive, most permanent rests on just such an intangible basis. Scores of college presidents and deans have majestically chanted that men and not buildings and material equipment make great a university or college. They do this as a confession of the very principle which is involved in the plea for a more detailed knowledge of the personality of the boys and girls who are themselves the actual material from which future professors, deans, yea verily, governors of states and presidents of colleges are to be made. In reacting as they have, faculty members have

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in many cases failed to carry their own personal philosophy down or, perhaps better, out to the student. The student, they say, must justify his right to existence before they are interested in his future. He is to be treated as belonging to a strange species *sui generis* and must not be confused with educated men like themselves.

It may be admitted that in a purely selfish way the faculty members are right. It is far easier to administer an institution if the students are considered as so many logs of pulpwood to be turned into a certain number of paper degrees at the end of the senior year. It makes the whole process of education much easier to standardize or to control. To be sure, it rides roughshod over the failure, or the maladjusted student, and bids them get out of the way of progress. The faculty has been content to play the academic game on the basis of academic tests, rewards, and punishment. Many obvious emotional misfits among the student body have been hurled out of college and over the cliff on to the pointed bamboos of a world for which they were totally unprepared. No serious feeling of responsibility has been felt by the institution for such failures within its walls. From a splendid hairy-chested Nietzschean point of view this is all very fine. It is allowing grim old natural selection to have his day in the midst of an effete civilization which has almost starved that steely-eyed old gentleman to death.

It also caters to the atmosphere of academic calm with which the narrow, and less adaptable, members of a faculty like to clothe themselves for protection. Professors are, however, strange bedfellows for such a rugged old roisterer as natural selection, and would certainly suffer not only personal discomforts but possibly elimination, were they left in close contact with that uncouth being for a very long period.

Much more restful and true to type are certain other

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forms of activity in which the typical academic mind delights to indulge. For example, faculty committees will earnestly debate and, as a general thing, pass condemnatory resolutions against giving credit to an additional half unit of any of those admission subjects tainted with commercialism. They will also bravely, and with considerable spleen, defend dead languages and crystallized mathematical preparation for college, but they shy with unerring regularity at dealing with the living candidate for admission, and at facing the fluid educational issue where uncertainties are to be found. In their zeal to defend the academic, they have rallied around its deserted suit of armor and have left the body of youth, which should be clothed therewith, to the chance whims of boards of education and to the secondary schools which are fighting valiantly to avoid academic submergence by a vast increase in numbers of pupils.

To those blessed by ignorance of what a "unit" born of a faculty means, the following may be said in sorrow. It is one of the values given by admission committees to high school subjects. Usually fifteen "units" are required for admission. Some subjects have a value of one, some of less than one, some of more than one. Redistribution, revaluation, titillation, and machination of these units form one of the leading and most absorbing indoor sports of admission committees. When faced with a problem requiring the translation of one or more units into terms of the mental capacity of their child, parents should at once—as in the case of suspected cancer—consult a specialist. Sometimes to make the game more amusing the term "credit" or "hour" is used interchangeably with "unit." If this in turn becomes too simple, a very slightly changed meaning of one or the other term will again produce the apparently welcome confusion.

Repeated and nagging contact with issues of this sort

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produce a narrowness of attitude that frequently nips in the bud any desire to try new procedure. This is almost certain to follow if the suggested innovation would lead the faculty out of contact with its own type of mind.

For example, should evaluation of the student's character come to be considered an important part of his fitness for college, it would unfortunately follow that opinions of others besides professors might prove a determining factor in passing upon the student's application for admission. An analysis of the situation might result in the delegation of important duties to school teachers, citizens of the locality from which the candidate comes, and even to alumni.

The sacrosanct gentlemen of the faculty may also have obtained a premonitory sniff of the next, and to them even more, nauseous dish being prepared in the scientific kitchen of educational research. This may prove to be a study and evaluation of the emotional maturity, stability, and adjustment of the candidate. It forms the very backbone of judgment concerning what is described under the somewhat variable but valuable term "character." From any participation in such heresy and frivolity the orthodox and properly trained faculty member has turned with horror. To deal thus with emotions is asking too much. It savors of indecency. He will have none of it.

Thus it may clearly be seen that in all these matters the "faculty" attitude has not been of that virile and appealing quality which youth expects to find in its leaders. As a result students themselves neither trust in nor enjoy the faculty-made rules that complicate the situation unnecessarily.

Let us next see what are the main characteristics of the "system" of admission to which the "old guard" of the academic army so loyally adheres.

The "system" of written examinations as conducted by

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the College Entrance Examination Board, where one finds it at its best or worst as one may care to evaluate it, is based on an impersonal interest in the "academic" proficiency of an unseen candidate. The academic achievements of the candidate are judged by his marks. The marks referred to are given either by the College Entrance Board or by some other examiners. The examinations themselves are—in so far as records show—always taken "against time." A fixed time limit is placed on the student thereby innocently and naïvely introducing the variable qualities of speed in writing and in thinking. By doing this these variables are scrambled together beyond any hope of recovery. They have remained for decades as ignored variables where written examinations are worshipped in the orthodox fashion. The unfairness and superficiality of a system which lacks sufficient interest in the individual student to make any effort to ascertain his habits of thought and his speed of reaction is obvious. There are many thousands of people making an honest living, contributing to the happiness and welfare of others, and indeed adding to the advance of human knowledge, whose minds work infinitely more slowly, albeit more accurately, than do those of a well versed travelling salesman. Individuals desirous of entering college have been, however, penalized to some degree for slowness—independently of accuracy.

Not only does the method of giving the examination introduce such variables as those mentioned, but the correction of the papers rests on the archaic principle of grades given on a percentage basis. Up to a few years ago all was quiet on the Potomac. Examining boards plied their worthy trade, giving to candidate No. 780 a final grade of 72%, to candidate No. 781 a final grade of 59% (60% passes, 59% is a failure), to candidate No. 782 a grade of 96% (and a glimpse of the kingdom of academic heaven), and so it went. Gradually the utter inadequacy of the ex-

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amination as a sole criterion of academic proficiency became more and more evident. Unpleasantly scientific men studied the correlation between grades given the same examination paper in elementary mathematics by a group of different examiners, and found a wide and disturbing diversity in their independent estimates. The term estimate is used advisedly, for the fateful "final grade" happens to be an estimate and nothing more.

To those possessed of sufficient interest, or of one or more innocent children who will some day meet the College Entrance Board examination face to face, there is available a pamphlet (harmless in appearance) entitled "Survey of College Examinations" by C. C. Weidemann and B. D. Wood. It is issued from the Bureau of Publications of Teachers College at Columbia University. I am sure that the majority of faculties in our colleges would either sniff at it or else, having read it, would in dignified indignation place it in the *Index Expurgatorius*. It is direct and uncompromising. It backs assertions with actual examples. It is so hopelessly ungrateful as to say, "The quarter-century experience of the College Entrance Examination Board has definitely shown that with the most careful consultation among readers [those who deal out the grades], variations still occur in the score of subjective examinations; without such consultation the variations inevitably approach chaos." That is only one of a galaxy of bouquets offered for the edification and pleasure of those who still persist in blind defense of an imperfect and unsatisfactory system.

Equally inconsiderate people have questioned the inspired and sublime tenet that good grades in admission examinations would necessarily mean good grades even in freshman work. They studied, analyzed, and produced from the tall silk hat of statistics a series of results which informed the not too enthusiastic academic audience that

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the correlation between high school and freshman grades, even in the same subject, was in fact distressingly low. They further pointed out that if the correlation between high school subjects and the continuation of those same subjects in the freshman year was not very high, one could expect even less correlation between the admission examination record and the subjects taken in later years of college.

As time went on, therefore, complete reliance upon the written examination continued to be increasingly criticized. Among the criticisms based on careful study are to be found such statements as that of Dean Johnston of the College of Science, Literature, and the Arts of the University of Minnesota. ". . . Any system which accepts only one-third of the applicants for college entrance on the basis of any tests heretofore used, both accepts persons who will not, and rejects persons who could and would do, college work successfully." Or again in referring to a State University: "Such an institution must undertake to make the most of capable young people, rejecting none by a *hard rule insufficiently proven*." The italics are mine.

As before stated, the written examination reduces itself at the last analysis to a matter of "grades." It is fortunately true that "grades" in their own right have, in recent years, begun to receive a steady barrage of criticism long overdue.

President Angell of Yale has said: "The naïve, cocksure type of advisor will at once urge you to 'take those [courses] whose grades are highest until your list is filled.' As though grades were like the units of currency which could be exchanged one for another without hesitation or loss."

W. M. Proctor, a member of the University of Minnesota's Senate Committee on Education, has said of the College Entrance Examination Board, "This system is

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weak because (a) No single examination gives a fair sampling of the candidate's knowledge, (b) It is not objective." He cites figures collected by Lincoln of Harvard showing a correlation of 0.47 between the results of College Entrance Board examinations and first year success in college, and 0.67 when high school scholarship is used instead of Entrance Board examinations. A later worker found 0.50 and 0.56 respectively. The point to notice here is first, the variability in the correlations, and second, the inferiority of the Entrance Board results. It would not be wise to claim that this proved that the College Entrance Examination Board was of no value, but it would be stupid to hold, in the face of existing evidence, that its examinations provide a completely satisfactory test of fitness for admission.

The comparison which Mr. Proctor was making involves also the basis of admission to college by high school certificate. Many colleges and universities, and among them most of the publicly supported state institutions, partly as a protest to the written examination, have developed a plan of admission which accepts satisfactory high school grades as a criterion of efficiency in the subjects under consideration and allows a candidate who can present a certain prescribed total of high school subjects to be admitted.

As a general idea this had many advantages over the single subject examination. It left the grading of students to teachers who were certainly in possession of much more individual information about the candidate than were the examiners of a central board to whom the candidate meant simply book No. 780 in legible hand, or 781 in illegible, hurried, nervous scrawl, as the case might be. It minimized the effects of transient illness on the day of the most worshipping final examination. It brought the colleges and preparatory schools into closer relationship and better mutual

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understanding. It might have done even more had not (as already stated) the insistent claims of the student as a person, as a character, as a human being, begun to make themselves heard in no uncertain fashion. These claims were the actual evidence of an acute need for change. Those who might ordinarily have failed to notice the new motives which were beginning to activate educators were gradually forced to do so by various extraordinary circumstances.

When, for example, one finds such an unusual and mal-adjusted combination as college professors and the rigorous theory of survival of the fittest lined up on the same side of a question, it is always wise to investigate the nature of the common bond between them. In this particular case it turns out to be the willingness to use the students as pawns or something worse, to be sacrificed without worry or undue concern. From the coldblooded point of view of those whose academic futures are assured this is, regrettably, a justifiable procedure. On the other hand, from the point of view of the student and those to whom he means much, the situation looks very different. To apply any such philosophy of ruthless elimination to the material which has almost reached the top of the educational training ladder is cruel, inhuman, and (what may and does appeal more to the matter of fact business standards which control a vast amount of our natural life), it is uneconomical.

Added to this is the fact that something is radically wrong and desperately inefficient when only a quarter to a fifth of those entering our colleges of engineering as freshmen graduate, as they had originally planned, in four years. Something needs a complete and fearless disinfection and airing when more than one-third of the students entering as freshmen in our colleges fail to return at the

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beginning of the sophomore year. These are actual conditions and not theories.

It is very doubtful whether a single year in college for a freshman who lacks the intellect, judgment, wisdom or character to be able to execute his course beyond that period, is a sound investment for the freshman, the institution, or the country. The fact that approximately 33,000 out of every 100,000 freshmen are to be so classified, emphasizes from still another angle the tremendous waste and the selfish negligence of the faculties that have preferred to debate piddling details of academic finesse rather than grapple with the real problems that may at some time in the not too distant future determine even the very existence of the institution at which they work.

A promise of partial relief from the present situation is contained in an interesting suggestion which would result in lessening the shadow cast over the senior year in school by impending "final" college admission examinations. N. Horton Batchelder, Headmaster of the Loomis Institute, has advocated the selection of students a year before their admission to college. A good case can be made for this procedure. As Professor Bill of Dartmouth is quoted as saying, "it would give the schools a chance to educate in senior year rather than prepare for examinations." The distinction so made is genuine, enlightening, and in no way overdrawn. It indicates in no uncertain terms the way in which the admission examination dominates and sterilizes the last year of school. This situation should be corrected and the plan suggested by Mr. Batchelder has certain very strong arguments in its favor. .

It would, for example, be a step in a general direction of further analysis of the student. Recent developments in child study, both physical and psychological, have provided clear evidence of the diversity between human individuals.

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There is no need at the present time to decide whether it is wiser to develop a sublime Watsonian disdain for the process of heredity as an important factor. For the purpose of the present discussion, the point is that the differences, whether congenital, environmental, or both, exist, and are extremely important factors in education.

The pressure of population, both within and without, has crowded the colleges. It has, so to speak, forced humanity down the chaste throat of these institutions. They must eject or swallow people as people. They must revise their attitude of academic aloofness and self-satisfaction if they are to continue to merit the support of a busy world. If they do not receive that support they will find that their economic problems have become their most important source of worry and that their academic duties suffer sorely as a consequence.

For all these reasons, it is clear that a fundamental change is needed. There are certain evidences that it has set in on broad and interesting lines. Four of these are especially important. They are the early recognition of individual differences in candidates, the growing importance of psychological tests, the widespread and increasing activity in new and experimental educational methods, and the heightened interest in analysis of character and personality. These lines of evidence are supported by research on the part of the more progressive educators. From these efforts there has come not only criticism of existing methods more pertinent than ever before, but also helpful and constructive suggestions covering new steps to be taken as experimental measures.

Reference has already been made to the recent general recognition of the importance of individual differences in the physical, mental, and emotional make-up of students. This is a fact of fundamental significance in itself and of enormous stimulative power in directing our thoughts

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towards the future. The broad general principles established beyond any question by science are not, in fact, highly technical. They are strangely reminiscent of common sense stripped of unnecessary and troublesome emotion. The fact that the first of them points out that children vary—in their nervous irritability and in their emotional make-up—and that such variation persists with quiet strength in spite of efforts to ignore or to erase it, is a direct challenge to our present system of education so largely based on mass methods and standardization. It invites us to use the natural variations of childhood instead of attempting to standardize children. It also indicates that it may be dangerous to grant complete and uncontrolled freedom of behavior in the education of those who lack emotional balance.

The second general principle contributed by science is that such individual differences begin early—perhaps from the very start of development. The earlier that such differences can be recognized and utilized by the educational process the better. The tendency, therefore, to detect college material at an earlier age—wherever and whenever such judgment can reasonably be made—is one that is in harmony with the trend of much modern psychological research.

The appearance of general mental tests and scholastic aptitude tests in increasing numbers is a confession of the general conversion of many institutions to the need of new methods. The colleges have begun to look for factors more general and less tangible than the student's ability in elementary French or plane geometry. They have begun to admit that he has a personality, a general "something" of immense importance in determining his potential value as a student. They have taken this step with strong and bilious opposition from the conservative wing of their faculties.

General and special aptitude tests are still in the forma-

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tive stage. Their value, however, has become sufficiently obvious to encourage confidence in their ultimate improvement to a point where they will assume importance supplementary, but perhaps superior to, the written subject matter examination.

One very important feature of the new point of view is the widespread interest in experimentation in various types of admission methods and tests. The numerous indications of changed methods and the almost universal discussion, throughout the educational world, of their significance, are evidences of an awakened energy and of a willingness to learn new truths. The desire for experimentation need not then be separated from the fields in which its activity is already observed. It is rather a point of view, a psychological attitude which allows growth and freedom for the expansion of knowledge.

To bring out the extent to which a recognition of the need of experimentation is felt, and the general agreement concerning the line which it should take, a few examples chosen from a number of statements by prominent educators will suffice. They will also show the extent to which study and analysis of the personality and emotional background of the candidate are entering into the situation.

Dean Haggerty of Minnesota lists among five fundamental steps in judging fitness for admission, three which deal directly with the student as an individual:

First, "An analysis and evaluation of non-intellectual traits of a student, his personal and vocational interests, and the picture of his healthy and pathologic emotional life."

Second, "The description of the family, social and economic supports and deterrents operative in his further education."

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Third, "The physical and disease record with indications of possibilities of efficient physical life."

These are clearly examples of the broad principles to which reference has been made.

A Research Bulletin of the National Education Association (Vol. VII No. 2, March, 1929) deals with "The Principal and Progressive Movements in Education" and includes "*Individual Differences*" and "*Character Education*" as two of its six main topics. This would scarcely have been possible or advisable even as short a period as five years ago.

Summing up the general trend of these statements it would seem that the importance of recognizing and utilizing the personal qualities of the student provide in each the keynote of reform. The reasons for this are not hard to discover.

Such books as Hollingworth's admirable volume on "The Psychology of the Adolescent" show how complicated a period is that of the usual college entrance age. It seems unfortunate in many ways that we should load a person whose physiology already is in the process of fundamental and far-reaching change with the additional burden of a highly difficult psychological readjustment.

Since, however, we appear to have decided in favor of this *Sturm und Drang* technique we should at least be sufficiently aware of our responsibilities as adults to see that sympathetic study, together with aid and guidance of the student as an individual, becomes an integral part of the process of education at the earliest possible moment. We should, moreover, make up our minds that we shall leave no stone unturned in a continued effort to increase the importance of that factor and to gain converts to its ranks.

In fact, it seems that there is every reason to believe that converts should be numerous and willing. The new em-

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phasis in education is so distinctly human in its inception and aims that it introduces a non-technical method by which laymen can do something more than act as spectators in the study of educational problems. There are thousands and perhaps millions of citizens in this country who are endowed with sufficient native ability to enable them to take an active part in the higher education of our youth. All that has been wanting has been an analysis of the vital phases of the problem in terms that were not purely technical. This now seems possible.

A great body of long recognized facts has shown that perhaps numerically the largest and certainly the most tragic cause of failure in college is emotional in nature. Faculties of colleges have not dared, wished, or felt equipped to face the work and trouble which would be entailed in an attempt to analyze the situation and to devise and carry out corrective measures. Teachers, parents, friends, and the candidates themselves can help in gathering data that will make possible some sort of evaluation of the emotional balance, maturity, and normality of the applicant for admission. It will be difficult to do this in an exact mathematical way. That fact will, of course, antagonize the purists and literally-minded boards of admission. There will, therefore, be many struggles before the full development of a well-rounded group of admission requirements can be attained.

In the meantime it is safe to urge every person interested in liberalizing and humanizing the conditions incidental to entering college, to take heart and to make every effort to complete the rout of the written examination on subject matter as the *pontifex maximus* of the selective process.

The entrance requirements of the future will undoubtedly include as their most important features a measure of the student's emotional maturity and balance; a measure of his general mental ability and of his particular apti-

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tudes; and evidence that he has acquired sufficient fundamental subject matter or informational material with which to build.

The present type of written subject-matter examination will, of course, continue to concern itself merely with testing the extent of the student's information. Research in the other two fields will develop, in all probability, several experimental types of tests which will be used over a period of years. On the records made by the students themselves further changes in procedure will be based. The whole process will undoubtedly become one of much more human interest and coöperation between parent, student, secondary school, and college than it is at present.

THE CURRICULUM

SOME one has said that the chief indoor sport of college faculties is the revision of the curriculum. Another has shown that almost two-fifths of a total of 452 of our colleges make the claim that they are so engaged (1928). Of this number there are undoubtedly many in which the changes are of minor importance. In a few, fundamental reorganization has been attempted or actually carried through. As a general thing, however, it may be stated that the vast majority of faculties of our colleges are in what to them is the happiest of all earthly states; namely, the formation of committees on the subject, and the hearing of numerous general reports together with an enormous amount of diffuse and futile discussion.

The present undergraduate course of study in the colleges of the United States is being criticized from both within and without its own personnel. Some of the criticisms are specific, such as that of the placing of too much weight on "grades" and "credits." Others are general; such as the fact that too little attention is paid to teaching; that there is no "progressive" or "integrated" development of the attitude of the student towards college; that the curriculum is altogether too highly "professional" in its emphasis; or that the methods of dealing with the students are too standardized and uniform, with insufficient attention to or opportunity for the exceptional student.

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Still other faults are as yet scarcely recognized although their presence is clearly indicated by a careful study of the symptoms prevalent in the situation as a whole.

An enormous amount of evidence could be collected on these various points. It will probably be sufficient, however, to give a small number of pertinent quotations on each.

The too great emphasis on grades has been handled without gloves by many educators. Dean Haggerty of Minnesota says: "The oft-demonstrated tendency of a single student paper to yield instructors' marks ranging all the way from perfection to failure is a fact both ludicrous and tragic. The phenomenon has been shown for a wide range of subjects from mathematics and language to history and science, and indicates that teachers have, in these examinations, set themselves tasks too difficult for faculty intellect to compass."

Professor W. S. Miller, also of Minnesota, tabulates the recommendations of certain prominent psychologists and educators as to the percentages of students which should normally receive the various academic grades in undergraduate courses. They range in their estimates from 2% to 10% in grade A (highest honors); from 20% to 24% in grade B; from 38% to 50% in grade C; from 19% to 24%, D; and from 2% to 12%, failures. Their own estimates thus vary to the following extent. A, 500%; B from 16% to 20%; C, about 24%; D, about 20%; and failures, 600%. The conclusions as to the reliability of any standard grading "curve" or fixed method of grade distribution are obvious and not at all encouraging.

President Lowell has recently said: "The blight of American education is working for near objectives and scoring them off when attained, a tendency encouraged by the system of courses and counting of credits." The method of counting credits is by the recording of grades. Students

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are uniformly scornful of the whole principle, and would, I believe, heartily second these criticisms.

Under the heading of the failure of the present curriculum to develop a progressive interest and changed attitude on the part of the student, several comments may be listed.

The students of the University of Oregon say: "The tragedy of the Oregon situation, as we see it, is that the intellectual awakening—this conscious partaking of his own education—does not take place until the middle or latter part of the senior year when time will not permit . . . the breaking of desultory habits accumulated through four years of listless study." They might have extended the statement to many scores or hundreds of our colleges besides their own University. It is a cruel, but unavoidable, truth.

President Lowell again says, ". . . all true education is self-education, and . . . to force a boy, beyond a certain point, to remain in school doing set tasks in which he takes no interest may stultify his mind and fret his character." On this criticism are based most of the progressive reforms introduced under his able and constructive administration.

An anonymous author in the *New Student* depicts graphically the uncertainty and bewilderment of the undergraduate and his lack of a guiding motive in college. He states: "I wondered about all this and tried to see these questions from many angles. My deep surprise is only increased the more thought I devote to them, and I suppose my wonder has only begun. It may be that this wonder is the best type of education. If so the only value college had for me lay in its ability to stir rebellion within my heart." To which accusation thousands of equally perturbed young men and women would echo "Amen."

That the numbing influence of uninspired undergraduate

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curricula may actually overcome a partially aroused interest and lull it back to sleep is shown graphically by data contained in a pamphlet by G. M. Ruch, D. C. Baker, and E. Ryce, of the University of California. They showed that the average grades of junior college students coming to the University at the beginning of the junior year, bore the following relation to students who were at the same period of their *four year* residence at the University.

AVERAGE GRADES

Junior College Four year Students Transfers

				Corresponding semester	
1st quarter after transfer				1.76	1.39
2nd	"	"	"	1.81	1.45
3rd	"	"	"	1.84	1.41
4th	"	"	"	1.87	1.44
Average 1st four quarters				1.81	1.42
5th quarter after transfer				1.17	1.35
6th	"	"	"	1.35	1.41
7th	"	"	"	1.48	1.52
8th	"	"	"	1.66	1.58
Average 2nd four quarters				1.39	1.46

It apparently took a year for the poison to exert its full effect on the newcomers. In the junior year the transfers, still working, averaged 1.81 which was .39 better than the "native" juniors. In the senior year, however, the "loafing" began in earnest. For the first half of that year the transfers averaged 1.26, a falling off of .55 of a grade from their own junior year record. They rose to 1.66 their last quarter just to show that there were no hard feelings—and also, of course, to make sure of their degrees.

Chancellor Capen of the University of Buffalo recognizes the need of a changed attitude in the course of the undergraduate's program by stating, "There should be a distinct gap between the junior and senior colleges, for that

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is the natural place for a terminus of a certain type of education. . . . In the future it is likely that the work of junior colleges will be absorbed by the secondary school system, and the senior college will extend its work upward into the graduate type of performance. . . ."

Whether or not this will be the exact solution is not so important as is the recognition of the lack in our present curriculum. The need of revision is patently there.

The lack of attention to teaching will be again referred to in the discussion of the reorganization of personnel work on the campus in the chapter on The Dean's Office. It will, however, be well to give it some attention at present because of its direct and important bearing on the problem of curriculum revision.

Oregon students have with frankness bemoaned ". . . the widespread use of stereotyped methods of instruction where the habit of spoon feeding is begun early and continued as long as possible." Their Harvard contemporaries on the other extreme of our national boundary object that "Professors teach facts, students study facts, and return the facts to their instructors at examinations. They then proceed to forget them for the facts are thought to have served their purpose: they are regarded simply as the stuff degrees are made of."

The student committee feels very strongly that the defect is one of the "primary faults of Harvard education. . . . Harvard teaching in general needs to be injected more largely with human values and philosophy."

Dean Haggerty, seeing a similar situation from an executive's point of view, says, ". . . confusion prevails in regard to teaching methods . . . the effectiveness of the college is much reduced because those in authority speak with different tongues concerning them."

The criticism that the curriculum is too "professional" in its emphasis is largely implied in, or to be derived from,

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the attitude of certain groups. Some of these are themselves unconscious of the fact.

A tragic example of narrow "over-professionalism" is to be found in the statement of W. E. Wickenden, who, under the auspices of the Society for the Promotion of Engineering Education, carried out a long painstaking (and to some, painsgiving) survey. He says, "Perhaps we have had too much independence in engineering education and it may well be that a closer tying into the strategic team work of the industrial order is what is needed today if the engineering colleges are to do their full part in the world's work."

In direct and happy contrast to such a statement comes the following from the American Council on Education in a pamphlet on the Minnesota Student Personnel Program. "One of the functions of the first two years of undergraduate instruction should be that of providing opportunity for exploration and guidance. With an adequate number of such curriculum guidance studies behind us, we should then be able to provide guidance curricula for those perplexed as to which professional route to travel."

When one realizes that Mr. Wickenden's report showed that "Graduation from engineering colleges in four years is a reality for less than thirty percent of the students entering these colleges" and that "Graduation at all is a possibility for less than forty percent of those entering" one can justly question whether professional engineers are the best fitted people in the world to make suggestions on undergraduate curricula. Their performance test has not, up to now, been startlingly good even in their own highly developed field.

Of the scholastic failures in engineering colleges from 69-79 percent may be due to "poor preparation, lack of ability and lack of interest." A more scathing condemnation of the stupidity of the present methods of preparing

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and of selecting students for engineering could not be devised than is their own statement of the case.

Engineering graduates themselves criticize the lack of courses in business, economics, and English in the engineering curriculum. This is equivalent to a direct statement that too great a proportion of the undergraduate work is spent on technical and professional subjects.

A table given in Mr. Wickenden's report shows clearly the over-emphasis on professional and technical studies, as follows. The high school records of students admitted to engineering colleges show that in drawing, manual training, sciences, and mathematics an average of 65.9% did well, 30.5% did passable work, and 2.7% did poorly. On the other hand in English and modern languages, 32.8% or less than one-third, did well, 51.5% were passable, and 15.6% did poorly; 58.6% of these students were either honor students or from the top third of their class, 38.6% from the middle third, and only 2.6% from the lower third. Their inferiority in the non-technical subjects is, therefore, all the more striking since they were a selected group. In most of the colleges of liberal arts one has only to look over any catalogue to see the obvious emphasis on training the student for specialization as a "professional" in some narrow field rather than for general cultural purposes. The situation there is more difficult of correction because the relationship between the two levels of amateur and professional scholarship is not so clear-cut as are the professional objectives of such fields as engineering, law or medicine.

The general type of introductory course in all liberal arts subjects is aimed to arouse a technical and professional interest in that field. The organization of subject matter and the emphasis in a first course in zoölogy are almost always directed rather towards the fact that there may be material for a few future professional zoölogists in the

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group than they are towards the general cultural needs of the far larger number of students who, without desiring to specialize in the subject, would appreciate a glimpse into the study of animal life.

An elementary course in physics will almost at once begin to shape its approach to its various problems with a view to building engineers or physicists. The same sort of thing will be encountered in department after department. Steps are now being taken in many colleges to correct this situation in recognition of the broader and more liberal function which needs to be performed.

The high degree of uniformity shown in its treatment of students of various abilities is another source of dissatisfaction with the present curriculum. In an address on "Standards in American Education" by William S. Learned, the situation in this regard is well summed up. "With rapid national expansion there has come tenfold, sometimes twentyfold, enlargement in these educational units [colleges]. . . . By ceaseless vigilance some institutions have contrived to maintain conditions that favor serious intellectual progress. Others, notably our great state institutions, are in pitiable plight, herding students together in huge lecture groups of eight hundred or a thousand, and giving 'individual' instruction in 'quiz' sections larger than the earlier lecture groups. It is difficult to see how a frank broadcasting by radio would need greatly to modify such procedure."

If such conditions are even approximated in certain of our colleges—and they are—we cannot expect the claims of the exceptional scholar to receive much consideration. At present he is lost in the turmoil and has to batter his own way through to some sort of opportunity commensurate with his real ability. There are, to be sure, many colleges in which the value of the exceptional student is being recognized to an increasing extent. The vast majority,

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however, are still either quiescent or are groping blindly after some satisfactory solution of the problem.

In passing, it should be said that the complete lack of initiative shown by such "honor" societies as Phi Beta Kappa, in failing to devise a single improvement in methods of detecting exceptional mental ability or scholarship, is a lasting and damning memorial to the lack of vitality of scholastic groups of that festive type. Phi Beta Kappa has been busied in erecting a costly building as a memorial to its own origin. The modesty of that gesture is equalled only by the humor it involves.

The two more intangible criticisms, that of lack of orientation between the college curriculum and the actual life of the world, and that of the students' lack of knowledge of the aims and objectives of the university itself, are implied by much of what has already been considered. Better teaching, more human values, less professional and more general emphasis in planning courses, would if realized naturally lead to improvement in these other respects. Specific suggestions which might help are included in the discussion of Co-education and the Alumni contained in later chapters.

Having thus reviewed briefly the major criticisms directed against the present types of curriculum we may to advantage consider some of the more interesting attempts to meet them by the correction of conditions which have caused their birth.

The great growth of junior colleges offering the first two of the four undergraduate years is a serious factor in modern college education. In California alone there were in 1926-27 over 8,000 students attending such institutions. People feel very differently about them. On one hand there are complimentary reviews of their progress and value, and on the other they have been considered a menace and a certain cause for lower standards of college work.

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The first thing that becomes evident about them is that, in situations isolated from contact with a university or senior college, they become, as Mr. Lowell has aptly said, "continuation high schools."

Thus while cost of attendance is low and therefore helpful to parents, the student usually lives at home and therefore gains no real experience in meeting life independently as he would at a senior college. Again, while providing a cheap method of proving to a large number of students that they are not college material, junior colleges frequently have so few funds available that their teachers are inferior and their laboratories and libraries inadequate. This means that two good years are more or less wasted for the exceptional student who finds in his local junior college even less opportunity to grow by browsing and by informal contacts than he does at the senior institution. On the negative side of their record is also to be included the fact that they frequently become the bone of contention for local jealousies. I have known of two mid-western cities less than twenty miles apart attempting to rival one another in the support, in each, of a junior college. It is doubtful whether the combined resources of both could successfully support a first-class unit. Driven, however, by local pride whipped up by Chambers of Commerce, they actually started in on a competitive basis; thus assuring a poorer record for both. It is not, at present, possible to evaluate accurately the total contributions to education and to balance the good and the bad influences of the junior college, beyond stating that their growth should certainly be controlled, and their standards outlined and maintained by a responsible body of university officials.

The establishment of an honor system, by which some of the seriousness with which examinations and ensuing grades are viewed can be diminished, has been attempted

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by many institutions and is now being used by about 4% of the colleges and universities in the United States. In some it has been abandoned, in others it has prospered. No general reason for this fact has been advanced. As a general thing it may be stated that students tend to favor an honor system. Self-respect is undoubtedly an important factor in determining their attitude. The National Student Federation in 1928 strongly indorsed the honor system and voted to aid in its establishment wherever possible. The system will undoubtedly extend in the future and will steadily move in the direction of complete control by the students. In so far as it does so, it will almost certainly decrease the blind worship of authority now so evident in the faculty point of view.

Orientation courses with the objective of inter-relating and integrating information have also undoubtedly come to stay and to increase. The University of Chicago, Columbia University, and Dartmouth, have been perhaps as successful as any in liberating their academic mind from the fear of such experiments. As a result they have evolved a steadily improving type of initial contact course that does much to arouse interest on the part of the student.

Honors courses and degrees with distinction are among the most interesting of the efforts to activate and reward the exceptional scholar. Harvard, Smith, Barnard, and Swarthmore are among the leaders in developing plans for this purpose. The reaction of the students in all these cases has been so encouraging that greater leniency and elasticity of scholastic requirements will steadily be offered to the creative scholar, and more and more pains will be taken to detect him at the earliest possible moment.

An interesting attempt to develop a curriculum which will offer a greater opportunity for orientation with actual business and industrial conditions has for years been in operation at Antioch College. The feature which most

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clearly distinguishes the plan is the alternation at regular intervals of periods of classroom and laboratory work on the campus with actual experience in the chosen field of endeavor of the candidate in some business or industrial office. This is in effect a type of supervised apprenticeship alternating with periods of discussion of principles and the teaching of ordinary college subjects. It would seem that a possible modification of this plan might also be established in many other institutions. It has been customary to allow students in college to use their summers as they see fit, provided they had no required work to make up. This is an illogical and wasteful procedure. The college student should be obliged to plan his summers with some definite purpose in view. The college should, if desired, help him to do this and should at all events be required to approve his plan. Naturally if he needed the summer in which to raise money the college, through an adviser, could (as is now being done at some institutions) help him to find the most sensible and lucrative way of doing so. If he has reached the professional school stage, actual apprenticeship with an approved representative of his chosen profession would be valuable. One large medical school of the Middle West is already sympathetic to this idea and has developed plans to put it into effect.

The development of an observation and orientation period in which the problems of the incoming freshmen were the sole concern of the faculty was initiated in 1923 at the University of Maine. It has been called Freshman Week. It differs fundamentally from earlier efforts at other institutions to deliver a few orientation lectures to freshmen a day or two in advance of the opening of college. It involves quite as much study of the freshman as it does the giving of information about the college. It insists upon a careful physical examination, a general mental test, one or more aptitude tests, and special tests in English, mathe-

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matics, and perhaps chemistry or language. On the basis of these—representing as they do the most up-to-date information on his preparation—the freshman can be placed in sections of a large course with members of his own class of somewhere near his own ability. This prevents a few stupid students from holding back the normal or superior members of the section in which they have all happened to meet. The freshmen, on arrival, are divided into groups of from eighteen to twenty. Each group is at once attached to a faculty adviser who may have an upper classman of his own choosing as an assistant. The entire week is covered by a carefully worked-out schedule. The members of each group come to know one another well by the end of the week. They also are on terms of friendship with at least one faculty member—their adviser. Experience has shown that frequently the majority of members of certain of the freshman week groups hold together as a social unit for the whole freshman year. Where the plan has been longest in operation the students are almost unanimously in favor of it. It means that the faculty has to be back a week earlier than it formerly had to, but there is more than a week's value in the saving of trouble and ineffectiveness to compensate. The plan has extended with great rapidity until it is now in operation in more than a hundred colleges and universities.

The common freshman year at Yale is an effort at developing a period of orientation and general study at the end of which the student will be better able to choose his course more wisely. Its most important object was, however, according to President Angell, "The improvement of teaching." This result was obtained "by drafting into the faculty of the Freshman Year a large number of able and experienced teachers . . . the arduous teaching schedule of the Freshman Year affords little leisure. . . ." It is alleged that this has resulted ". . . in certain in-

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stances in discouraging men from giving their best efforts to teaching and from identifying themselves with the Freshman group, because of their belief that substantial recognition from their departmental professional colleagues is only to be attained by scholarly production. There is doubtless some foundation for this feeling." President Angell then proceeds, in no uncertain terms, to show that he is aware of the need of more vital and enthusiastic teaching. The recognition of this fact, and the step taken by Yale to meet it, are encouraging signs of progress.

Harvard has, I think, under President Lowell made at least four noteworthy contributions to the improvement of the college curriculum. The first of these was the comprehensive or general examination now given by almost all departments of Harvard College as a requirement for the Bachelor of Arts degree. Both written and oral examinations may be used by the committee. Each committee is left to its own devices in this regard. It is very difficult for the student to cram for this type of examination and to "get by" on uncorrelated information. It has done much to relieve the emphasis on grades in separate courses.

As an adjunct to the general examination the tutorial system has also been developed. A long discussion of this is given in the report (1926) of the Harvard Student Council Committee on Education. For exceptionally brilliant students the tutorial system is undoubtedly a magnificent method of education. For the mediocre or poor student it may or may not develop into a cramming system of a more or less subconscious sort in which the student imitates and follows the habits of thought of the tutor and so remembers the end results of a reasoning process in a very parrot-like manner requiring no thought of his own. On the whole, however, the system is good and is getting better under the coöperative efforts of both students and

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tutors. It does much to bring back a personal touch in faculty-student relations.

A third step was the "reading-period." This represents a space of several weeks set aside (without formal classroom exercises) for all except freshmen, for the completion by the student in his own way of a certain amount of required reading. On the content of this reading he may be expected to answer questions on the final examination. The chief interest of the plan is its relative informality and the degree of responsibility which it allows the student. It is progress in the direction of the development of intellectual initiative.

The most recent development is that of the House System. With the opening of the academic year 1930-31 Harvard College will consist of a group of houses. Each house will include between 250-300 students with a group of tutors and proctors. A master will be the officer in charge. The four men already chosen for this position in the "houses" have for a number of years been members of the Harvard faculty and are of professorial rank. The houses are living units with no particular community of educational interests on the part of those students in residence. It is understood that all freshmen will be housed, as a group, in the dormitories in the old College Yard for a year, and will then break up into the various houses for the remainder of their undergraduate period. The intimacy and close contacts that should develop between students and faculty are sufficiently important to allow a great deal of optimism for the plan as a whole. It is the first experiment on an institutional scale to meet and grapple with the problem of a too large undergraduate population jammed into a single amorphous college unit. Nature divides living material to make new centers of organization when faced with too great a mass of tissue. Harvard's action, which is essentially just that, seems natural and logical, and the re-

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sults will be watched with intense interest. Its prime effect may well be that of allowing the various curricular reforms to develop more rapidly and successfully.

In some ways the Experimental College, established at the University of Wisconsin under the able and magnetic leadership of Dr. Alexander Meiklejohn, is comparable to the Harvard plan socially, but with an entirely different academic ideal as its goal. In the first place it is for the first two years of college only. In the second place, it has a curriculum entirely distinct in purpose from that of the general liberal arts college.

The proposals made by Dr. Meiklejohn as a platform for the Experimental College were, according to a brochure entitled "The First Year of the Experimental College," as follows: "First the College should be small and free from growth, having not more than 250 students and not more than 25 teachers; second, that the educational policy of the college . . . be based upon the belief that knowledge exists for intelligence in living; third, that the faculty be scholars who are doing the thinking on which our life as a people depends, for only by contact with such thinkers in their work is the art of right thinking acquired"; fourth, that the student would have to learn, study and judge for himself because of reading, conference and discussion which would replace the present method of instruction by lectures. "Fifth, that the content of instruction would be based upon the study of human situations" centering around the problems of some civilization "which in its own day trod the human stage and played its part in the never-ending drama." Sixth that the work of the college deals only with that part of a liberal education which involves getting an "acquaintance with the body of knowledge as a whole"; and seventh that the college should be located near a large university whose library and laboratory equipment were available for use without cost.

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The attractive publication referred to on the "First Year of the Experimental College" shows loyalty and interest on the part of the students. At least five or six years will have to pass, however, before an adequate amount of data on the work of the college will be available. At the end of that time some one with real skill will have to analyze the results, taking cognizance of the following variables all of which enter the situation, making the results of the Experimental College rest on a different basis from that of the rest of the undergraduate work at the University: housing in a special dormitory group; size of the student body; a policy of greater liberality in educational aims; faculty picked on different criteria of fitness; different methods of instruction; different content of curriculum; need of orientation with latter two years of undergraduate work; location near other units offering opportunity for varying degrees of influence on one another; and last, but not least, the vibrant and unique personality of Dr. Meiklejohn who is perhaps the foremost teacher in America.

Just how these factors would contribute to the record and how successfully they could be reproduced or extended to other groups is of course problematical. Varying rumors come from Wisconsin as to the success of the plan. It is an extremely important, but complex, experiment. The Harvard housing plan seems to me to have certain advantages of simplicity in that it removes several variables. Further, its fortunes do not depend on one individual as they substantially do in Dr. Meiklejohn at the Experimental College.

Are there now a few simple principles which lie at the base of the problem of the curriculum? It seems to me that there are, and that they can be readily stated and easily grasped.

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It would appear that we may divide the curriculum into two approximately equal parts. The first would deal with *efforts to arouse intellectual curiosity and interest* either for some fixed objective or for general study and thought. To do this would involve the students' learning to enjoy reading intelligently, and the faculty's learning how to hunt for and to recognize the exceptional scholar. *Very briefly summed up it would be a period in which both faculty and scholar coöperated in learning how to enjoy hunting for and recognizing Opportunity.*

The second period which would follow the first without interruption would seek to teach the student the joy of intense work for one or more definite objectives, to evaluate his own and other people's intellectual interests and efforts, and finally if he had sufficient ability to begin to do creative work of his own. *It would be a period of evaluation, utilization, and creation of Opportunity.*

These two periods might well occupy the first two and the last two years of the undergraduate course, respectively. It will probably be best to try to amplify the description of the organization of the two periods by going into some detail concerning the possible establishment of a "University College" to cover approximately the period of the first two years.

This unit should be manned by a faculty, primarily interested in students, whose chronological age is unimportant but whose sympathies must be young and ready. Teachers and teaching should be emphasized. Imagination, originality, enthusiasm, fire—things that arouse interest, that "lead out" youth—should be sought rather than a long bibliography of text books written over a period of years.

Large lecture courses if used at all should be simply preparation for more individual instruction. No grades should be given in them—attendance records would suf-

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fice. Grades in individual courses should be replaced by a comprehensive examination at the end of the second year. This examination should determine the fitness or unfitness of the student to continue his work in the second two years. If the student failed to show sufficient interest, maturity, and ability to enter the second two years he should retire from college work. He might receive a certificate of honorable dismissal from the University College representing the end of the first two years' curriculum.

In order to give the greatest possible opportunity for arousing a genuine and lasting effort in some intellectual pursuit, interest groups of pre-professional and departmental types should be formed at once—groups in law, engineering, medicine, literature, the various foreign languages, philosophy, biology, geology, mathematics, music, fine arts, as well as many others. Students in the various groups would be brought into contact with leaders in these fields and would be able to judge gradually whether any of the groups contained sufficient interest to hold them for the whole college course. The first two years would begin with a period for the orientation and study of freshmen and would have the utmost elasticity throughout their whole extent. Practically unlimited opportunity for self-instruction by the reading of suggested books should at all times be offered, and should be allowed to replace many of the formal methods of group instruction now practiced. When the student was ready for a comprehensive examination in any or all of the reading suggested he could apply for one. If his record was sufficiently good he could at any time be moved forward to the advanced work of the second two years. This would place a premium on amount and type of work done, that should prove to be a great incentive for, and detector of, the brilliant student.

The establishment of a two year course at a University College compulsory for all freshmen entering from high

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school would do a great deal of good both to the students and to the faculty. It would give the student time to make up his mind under wise friendly guidance as to what he wished chiefly to do. It would prevent his stumbling blindly into a pre-professional course and staying there too long under unhappy circumstances of a progressive disillusionment as he does at present. It would prevent a large number of the misfit failures now hurled headlong out of the professional curricula such as engineering, by letting them change their course without great penalty during the first two years of college. It would foster among the faculty a university interest and loyalty now conspicuously absent. It would take their minds off self-advancement and the narrow objectives of their particular departments and would give them a broader vision which they sadly need.

By offering a comprehensive examination at the close of the two years' course a test would be provided by the use of which prospective candidates applying from various junior colleges for admission to the junior class could also be measured. This would be a point of great importance since it would establish a definite break between the "continuation secondary school" methods of the junior college and a higher order of achievement in the senior college. At the same time it would set up a reasonable terminus for students who now attempt with entirely insufficient interest or motivation to stay the full four years and get a degree.

The plan is difficult to put into practice because each department in a four year college of liberal arts has in it individuals, one of whom may be its chairman, who are desperately afraid that the new unit will detract from their enrollment, of their funds, or their chance to promote only productive scholars—or all three. There may also be inter-collegiate jealousy within a university where suspicion and distrust exist between different undergraduate units. Here, and at every level of university problems, one meets

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the chief opposition to new ideas from a narrow and selfish faculty group. The sum total of experience in these matters leads to certain conclusions which will be taken up in the discussion on Professional Scholars.

The last two years of the four year curriculum in a liberal arts college would, under the proposed system, be greatly unified and simplified. They would have as students only those who had passed a selective test of a comprehensive nature. They would include only students with either a specific or a general intellectual interest already indicated and at least partly known to certain of the faculty. It is not unreasonable to suppose that the standards, the achievement, and intellectual development of those who received the Bachelor's degree would be distinctly higher than they are at present. A system of this sort may not be needed at such a university as Harvard where the common freshman year will be succeeded at once by housing units, tutors and reading periods. It would, however, be of great service to the vast majority of colleges of liberal arts to which a large number of junior college students apply for admission and in which there is no probability of an adequate "house" organization because of lack of funds and surplus of fraternity opposition.

The next few decades will see a great deal more experimentation in the form of new curricula than the past has witnessed. The spirit of adventure and of improvement has begun to make itself felt in our colleges and those that dare to move will reach new heights of educational merit. It will be a period in which parents and the public can take an active interest and in which the principles of personal attention to the needs and abilities of the individual student will be the dominating motives.

THE DEAN'S OFFICE

THE title of dean is usually given to the executive head of any school or college which makes one of the constituent units of a university. In this connection the office has earned a right to academic immortality. It has received and retained the respect of faculties and of other executives for a sufficiently long time to demonstrate its value as an academic executive position.

As a general thing, however, the academic duties of the dean or his executive tasks are only a part of his function. There is almost always mixed with these elements in varying amount, responsibilities for the personnel problems of the student body.

Naturally the proportion which the last named constituent bears to the rest of the dean's duties varies with the size and immaturity of the student body. Thus in graduate schools or in schools of law or medicine, the degree of inflammation shown by any student problem, and even the frequency of occurrence of such problems, are less serious factors than they are in the undergraduate bodies of liberal arts colleges, junior colleges, schools of engineering, or agriculture.

Whenever in undergraduate units of these types the student body is sufficiently large there has almost always resulted a division of labor. Deans of students, or of men, or of women, or all three have been appointed. This is

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done in recognition of the fact that student problems have reached a degree of development which justifies the major efforts of one or more special executives of high rank. Such deans are, of course, personnel officers.

Sometimes the deans assume disciplinary functions. At other institutions they are supplemented for this purpose by a disciplinary committee of the faculty. In almost every case, however, there is a one-way street to the dean's office for the student, and practically no opportunity for the dean to go to the students.

In this statement are not included those formal and tragic occasions when the members of student clubs or fraternity chapters fulfill at dinner or supper their social obligations to the dean. Such events are born of necessity and are ushered into being after weeks of "My God, we've just got to feed Old Raspberry—pretty soon." They, therefore, naturally lack that ring of sincerity which characterizes the entertainment of Brother Bozo, class of '08, who "brings his own" with him via suitcase.

In sorority houses the dean upon arrival is at once approached by one or two members, chosen by the chapter, who attach themselves with barnacle-like tenacity to his elbow or elbows. They remain "on duty" there except when he is eating or actually seated. It is a rite not to be overlooked or omitted. It has a high degree of business-like efficiency in which the students take considerable satisfaction.

As a general thing, therefore, the dean sees exclusively the ill-adjusted or unhappy student and then only when that student is in active trouble. Regardless of all good intentions on the part of the dean the circumstances are such as to force him into an official position. To such a position he reacts in one of two ways. Either he strives with all his might to decentralize his work, and to free

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himself from dignity and aloofness, or he feeds on it and bloats.

A breach between the student point of view and that of the faculty almost always exists. It is centuries old, traditional and not altogether unnatural. There is, however, nothing but unhappiness on both sides if the breach is wide and its edges are raw and jagged. An inhumane, selfish, narrow, and autocratic dean, coming in contact with students, will do more to cause pain in this way than will any other single factor.

For some reason or other it frequently happens that deans adopt as a regular habit an attitude of bullying and curtness. They lack imagination enough to remember that although a student may be the seventh or the seventeenth who—that very day—has asked for a certain privilege, about to be denied—it is not the student's fault. The repetition of the request may have bored, irked, soured, and angered the dean, but each student has only asked it once, and the unfortunate who is the seventeenth should be treated with as much courtesy and politeness as the first in line. Students know to their own sorrow that frequently this is not actually true.

The courtesy and consideration which seem desirable are, I believe, much more likely to be found in the case of those deans who represent no particular educational unit and who do not, therefore, have to deal with grievances of their faculty as well as with student problems. This would naturally follow since the intimate contact with the petty problems of a college faculty is probably as potent an irritant as any normal man could ask for. As a result the already overtaxed nerves of a dean stand a much better chance of reacting unpleasantly and violently when he has been subjected to the environment of faculty squabbles and is faced with a series of student problems immediately thereafter.

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It will, therefore, be wiser to separate the problems of the student and to pick for an attempt at their solution people who are primarily interested in students as such. It is desirable to do this and yet it is difficult to find or to enlist the services of the right men.

Let us see why this is the case. In the first place the emphasis in all our colleges and universities has been in the direction of intense, specialized, and dehumanized, narrow scholastic achievement. Promotion within the ranks of any department has been primarily on the basis of books or articles written, specialized research work done and on all similar evidences of an active but narrow interest in so-called "productive" scholarship.

When I was in college there was a brilliant teacher who had kindled the fire of creative work in English in scores of men, then or formerly his students, and now nationally known in their field. This man was classified in the catalogue in one of the lower professorial grades. He did not write books, he did not produce "scholarly" articles on the "Use of the Pronoun in Colonial Religious Broad-sides"; he inspired. He did not work at building up an academic reputation; he merely built keen-minded men with thoroughly awakened intellects. It is a touching and tragic tribute to the sterile, unimaginative atmosphere of a college faculty that he did not receive his full professorship officially for decades after it was obvious that he was a great and outstanding humanist and teacher. Jealousy perhaps; but criminal negligence, certainly.

That type of atmosphere which seems to hang over almost every college and university campus in the United States is as powerful as poisonous gas, choking, in their early stages, those who would give their major interests and energies to students.

It is not easy to place much blame on the younger faculty members who, although they are naturally at-

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tracted to work with students, fail to devote their major time to that purpose because their efforts in that direction are frowned upon by the head of their department. To follow their own wishes would mean the sacrifice of their chances of promotion to the higher academic grades.

The lot of the younger faculty members might be made easier, and that of the elder feudal academic chieftains a bit more difficult, if the genial suggestion of the "Student Committee of Seventeen" at Purdue University (1926) were followed. These hardy youngsters, little knowing the unique futility of the usual faculty debate, said "We believe that a few selected students should be present at faculty meetings, be placed on faculty committees, dealing with matters affecting students, and student committees be appointed from time to time to study special problems that present themselves as obstacles to the purpose of the University." The Undergraduate Report of the University of Oregon (1926) contains very similar recommendations.

A further deterrent to the development of broadly humanitarian executives is the attitude of more than a few senior professors who express by word and deed their complete disdain for the promising young scholar who takes part-time or full-time executive work. "Poor Jones," they will say, "I had hoped that he was destined for something better—he really didn't need to do it. He could have had three hours less teaching and more time for research next year. Now, of course after what he has done we cannot recommend him for his assistant professorship. That will go to Robinson who has no foolish ideas about doing executive work." They will then depart with something of the same solemnity and head-shaking that they would have shown in turning from the finished funeral obsequies of a dear friend. Thereafter Jones will, if at all, obtain increases in salary or in rank by no good word

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of his senior professor but by the sweat of his own brow against academic opposition.

Before considering constructive steps, it will be well to emphasize the factor of emotional age of those who should attempt to deal with youth as friends and advisers.

The most striking place to observe the emotional age of the dean is in the office of the dean of women. This follows because of the physiological fact that women of middle age are emotionally less elastic—as a rule—than are men of the same chronological level. This fact coupled with the great difference in maturity which one almost always finds between girlhood and womanhood, means that the gap between the average middle-aged woman and undergraduate girl may be wider than that between their male contemporaries.

As a result some of the most striking cases of incompatibility between students and executives are to be found where the interrelations of deans of women and undergraduate women students are concerned.

When the full power of the dean's office is centered in one such woman the situation is at its worst. There is no way by which her judgment can be checked and modified and no way in which signs of approaching narrowness and lack of sympathy in her behavior can be detected in advance and forestalled.

There is, however, a simple way of avoiding such a possibility or at least of minimizing its seriousness and decreasing its probability. This will be taken up in a moment. In the meantime we can, I believe, take it as a principle that those who deal with the personal problems of youth must themselves be flexible and sympathetic emotionally.

It may, by some, be argued that an isolated attitude of erudition is a *sine qua non* for such academic grades as

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full professor, research professor, or head of a department. That this position is weak and untenable could very probably be shown. That is not necessary, however, at the moment. The point at issue is the type of emotional make-up essential to a good dean. The fact that the dean is undoubtedly a liaison officer between the student and a more mature judgment, necessitates the recognition on the dean's part that one side of him at least must synchronize with the student's interests and immature point of view.

The danger which comes from a complete centralization of the power of a dean in one woman is also present when the same situation exists with regards to men. As before stated, however, there is real reason to believe that it is not so fraught with serious possibilities in the latter case. Both situations should be safeguarded, however, and should be freed so far as may be from the possibilities of trouble.

The most effective and direct way of avoiding autocratic abuse of authority is to appoint an administrative body or committee of advisers in place of a dean. The members of such a committee can safely be chosen from younger people. This can be done because in a small group of broad and liberal young people, the joint and combined wisdom is usually greater and more humanitarian than is the individual judgment of any one older person.

If an unsatisfactory dean is to be removed and replaced, or the slate is to be entirely cleaned and ready for a new type of organization, certain additional principles can be followed.

The first of these includes a shifting chairmanship. If the chairman of advisers holds his position for, let us say, a two year period and then becomes simply a member of the committee while another acts as chairman for a similar length of time, there will be much more likelihood that the

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students will adopt whole-heartedly the principle of decentralization, which is the keynote of the committee idea.

It will also be possible for the members of the committee of advisers to return with less loss of caste to the academic fold as members of the non-administrative group, should their department head demand that periodically they be wholly cleansed from all taint of executive work.

In the early stages a committee of advisers will need careful protection from the rending talons of the horny-limbed academic goshawks whose swoop is silent and swift.

A committee of young advisers as disciplinarians has certain very definite advantages over a group of older faculty members gathered at times of emergency to sit as a judicial body. The younger group will be more apt to get close to more student evidence on each case, and therefore to an approximation of the truth. The older body—or in fact—any committee composed of busy professors called only for meetings on each particular case—is apt to be composed of a type of individual each of whom will vie with the others to create an impression in the minds of his fellow members that he, at least, is strict, fearless and uncompromising. The result will frequently be an overstringent and autocratic form of decision failing to do justice or to contribute to any budding co-operative tendencies that may exist among the students.

The choice of young individuals as advisers also takes into account the tremendous speed of social change. A person fifteen or even ten years out of college knows less about the conditions which surround the modern undergraduate than does one of five years' alumni standing. It is of prime importance to have as executives individuals who have had first-hand contact with situations as nearly

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as possible like those now met with by undergraduates. As Hollingworth has wisely remarked: "Only tragedy can result for the adolescent who tries to live the youth of a generation that preceded him. Between those of different generations a gulf of difference in taste is fixed."

In one university the members of a senior class which had personally experienced during its undergraduate days, both the advisory committee system and the single dean, were asked to express a preference if any existed. More than ninety percent were strongly in favor of the committee of advisers. Such a percentage of agreement on any matter of undergraduate opinion may be considered as indicative of a very rare degree of unanimity. It should perhaps be added that, as an indication of its attitude towards its students, that institution is now planning to replace the committee by a single dean.

Harvard has, for the past fifteen years, been meeting the situation by the appointment of a number of recent graduates as assistant deans of the college. These men form the direct contacts with the individual undergraduates. Their efforts are supplemented from the academic side by a group of some fifty freshman advisers appointed from faculty members themselves young in spirit. This group is supervised by one of the wisest, most human, and most reasonable men on the faculty. The combination comes very close to constituting a personnel faculty.

The various reports by students such as those of Purdue and Oregon already referred to, and of Harvard and Dartmouth, are really documents of the highest order of merit. They represent constructive suggestions on problems of higher education that have baffled the faculties for years. They are really indicative of the assumption of a great degree of responsibility and of authority. They should do much to silence those who criticize student initiative and intellect. If a similar interest on the part of

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the students could be developed towards the social and personal problems of their contemporaries, we could reasonably expect a tremendous advance in the standard of work done by our colleges. The better and more mature students will recognize this as a valid principle. The broader and more human faculty members will without exception agree. The old guard of the faculty, firm in an enthusiastic distrust of youth, will not agree. The disciplinary committees of many colleges appointed from among the senior faculty members are, in the natural order of things, most likely to include the highest proportion of individuals unsympathetic to progressive increase of student responsibility. They will be recognized for what they are by the students and will be duly criticized or ignored.

This sort of thing may become a very serious and tragic obstacle to the fulfillment of the program of modern personnel work, which should be built as an extension and decentralization of the dean's office.

The development of the personnel group should proceed from a small committee of advisers who give the major portion of their time and energies to the study of the situation as a whole and to the correlation and interrelation of its various parts, to include other important groups or officials.

Among these one of the most valuable would be a number of faculty members, sufficiently trained in the principles of mental hygiene to be able to recognize maladjusted individuals, and human enough to help them where they can be helped or to bring about their quiet and friendly discontinuance of college work should attempts at adjustment fail. Such a staff of workers trained in mental hygiene is one of the greatest of all the personnel needs of our college populations.

The University of Minnesota has done perhaps more

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in this direction than most of her sister institutions. The April 1928 number of the Educational Record gives an interesting account of her Student Personnel Program. It is comprehensive and stimulating. One of its most valuable suggestions is that of the establishment of a Confidential Exchange or clearing house of information concerning any student, gained by various groups or individuals within the university. This increases co-operation, avoids duplication and tends to prevent on the part of any one unit abuse of its privileges.

Another college tried valiantly, but erratically, the experiment of obtaining the full time of a highly trained specialist and expert in mental hygiene. This individual was given headquarters and was—so to speak—placed at the service of the student body. The result, it is rumored, was just what might have been expected. The gentleman was instantly singled out for ridicule and the student body did not visit him.

A much more sane and painless result can be obtained from tutors, preceptors, or advisers who have the point of view and the general methods of a mental hygienist without his professional manner, degree or shingle. The average student will instinctively fight shy of an obvious and public contact with any one who could or would give the impression that he—the student—was peculiar, abnormal, or in need of mental disentangling. On the other hand, he will accept graciously and often greatly profit by advice based on an analysis of his mental maladjustment if the advice is informally and confidentially given as incidental to his college work. The scientific or more than ordinarily impersonal student, can also profit greatly by courses in the principles of mental hygiene and of abnormal psychology. Such students on completion of this work would be invaluable aids in preparing the minds of their fellow students to accept and to utilize the in-

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formal contacts referred to above, and to act on the advice received as a result of them.

That tutorial and similar personal contact systems are still in their transition stages is shown by the extremely interesting and able analysis of their problems in the report of the Harvard Student Council Committee on Education (1926). Here is a group of intelligent students busily and happily engaged in aiding the unconscious decentralization of the advisory function of the old-time dean. It is a healthy sign of progress.

Adjustment of the student to his major problems can also be greatly furthered by the development on the part of the institution of a capable group ready to give individual advice on all phases of student finances, including budgeting, self-support (in term time or in the summer), student loans, and guidance towards some sort of occupation after graduation.

The problem of self-support, either wholly or in part, during college is one of outstanding importance to students. A balance must be struck between the mental ability of the student, his physical and mental stamina, his financial needs and the opportunities for earning money. Uncertainty or unbalance in the solution of this situation causes lack of efficiency and unhappiness which may become far-reaching.

The academic and social record of undergraduate students earning their way through college by legitimate work is such as to merit the closest attention and to call for the most enthusiastic and whole-hearted support and encouragement by college officials.

As Dean Blitz of Minnesota points out in that university, ". . . for the last three years the highest scholastic group average attained has been that of one of the coöperative houses for women in which the only requirement for entrance is that one shall be wholly or partially

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self-supporting. That cottage has an average way over that of any sorority. . . . The self-supporting girl is more apt to do very conscientious work . . . than the dependent girl."

Dean Blitz's experience is that of scores of other institutions. There are no finer undergraduates than those engaged in self-support while in attendance at college.

No general rules or mass advice are possible. Each case requires special attention and study. The present methods of university employment bureaus or vocational guidance experts are better than no efforts at all, but are not the wisest and most efficient way of handling the situation. They bear to the student mind something of the same relationship as that of the autocratic and all powerful dean. One goes to them only when a critical situation exists or is impending. This does not have the same desirable or constructive effect in shaping the student's judgment or interest as would a more casual, natural and informal contact with a vocational point of view as a part of the mental attitude of a group of sympathetic advisers.

The probable development of the problem as a whole will lead to what amounts to a personnel faculty which will parallel in numbers and importance the academic faculty of today. There will, of course, be many cases of overlapping in the personnel of the two faculties. This should be encouraged wherever possible. It would do a great deal to minimize and to make innocuous the breach between faculty and students. This breach must some day be bridged. There is evidence from first hand contact with both students and faculty that student opinion concerning the nature and reactions of the faculty is vastly more accurate and intelligent than is the opinion of the faculty concerning the students.

Opposition to, or disdain for, student initiative has already been referred to as one way in which faculty mem-

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bers can widen the breach. Another reaction which the students expect and cynically remember is the violent and childish opposition by the faculty to the establishment of regular channels for the expression of student opinion concerning the merit and weakness of individual faculty members. In many cases the behavior of the student faculty groups in considering this question shows the former to be much more rational, controlled, and impersonal than are the latter.

One meets here again as earlier in this chapter, a recrudescence of the same narrowness, smallness, and human inadequacy that produces the obstacles to liberalization of admission requirements or to the reorganization of the undergraduate curriculum. The majority of individuals who line up in bitter opposition to these steps are of one of two types. They either have something to fear in the way of handicap or curtailment of their personal opportunities and comforts, or they have lost their faith in, contact with, and memory of youth. Neither type has any rightful place whatever in our colleges and universities. If any individual has great research ability combined with either or both of these undesirable points of view, he should affiliate himself not with an institution where young people expect to meet idealists, but with a research institute or laboratory where there are no students with whom he can come into contact.

Material motives and selfish efforts at self-aggrandizement are out of place in a college. That is one of the greatest arguments against such a suggestion as that recently made by a very wealthy and influential man to the effect that every student should be expected to pay the full cost of his education.

This point of view was latter summed up by the head of one of the boards of a very large and powerful educational foundation, as follows:

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"Because of the fact that tuition fees do not cover the cost of furnishing college education, graduates are being urged to make voluntary contributions to alumni and other funds. My suggestion is that students should assume the full amount of their indebtedness and pay it in full, either while in college or after graduation as convenient."

This, of course, would amount in some cases to a thousand dollars or more per year. The idea is painfully naïve. It supposes first that the cost per student can be accurately estimated. This is not the opinion of the business officers of most successfully operated colleges and universities. It further substitutes for a feeling of dependency, at present an important and valuable part of the attitude of the student towards his college, a matter-of-fact "cash paid for value received" relationship as arid as that of a correspondence school, and as encouraging to complete freedom from responsibility to others as anything could well be. It reduces to a cold calculating basis as a business proposition one of the few remaining centers of idealism surviving in an almost completely industrialized age. It is in direct opposition to the trend of all the progressive innovations in higher education. It confuses, in that field, Caesar and God.

Our adult generation is just becoming conscious of its duty towards youth and of the great happiness that can come from sacrifices made for the sake of young people during their dependent years. To remove or to diminish the opportunity by insisting that youth adopt a "pay as you go" policy during its education may be business but it is not human or unselfish. Voluntary financial support of colleges and universities by individuals, municipalities, and states which derive only an indirect benefit from them, is too valuable a tradition to lose. It gives an opportunity to the donor to sell what he has to feed the poor, intellectu-

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ally speaking. It must not be discarded and be replaced by an apparently accurate bank accounting system of buying education. Civilization should continue to lend a college education to its youth and expect them to pay it back in ideas, in achievement, and in public service—not in dollars.

The reason that this situation has an important bearing on all the problems of a personnel nature involved in the transformation of the dean's office is obvious. It is a long retrograde step in the direction of impersonal treatment of the individual student and as such belongs with the more antiquated procedures and organizations like the single dictatorial dean, the enthroned specialist in mental hygiene, and the expert in vocational guidance. We have seen the need of decentralization in all these matters and in the development of an approach which makes the more important student problems less obviously and mechanically classified and pigeon-holed.

The degree to which overtaxed deans can misunderstand and bully youth is almost unbelievable to those who have not come in contact with it. A friend of mine who some years ago occupied a minor position in the executive office of a college told me of a case that I think holds the highest position as an example of such an abuse. A senior who had a fair academic record and four years of entire self-support to his credit was coming close to his Commencement. After final exams and before Commencement Day he obtained in competition with several other applicants a permanent position in a nearby town. He asked his dean if he might be excused from attendance at the Commencement ceremonies and have his diploma mailed to him. The dean accused him of lacking college spirit. The student explained his case and intimated that having worked for four years to put himself through college he would certainly have enjoyed attending his own Com-

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mencement if he felt that he could properly ask to be excused from a Monday of work so soon after having taken a position. The dean accused him of too commercial an attitude, remarked that they could certainly get along better at Commencement without so disloyal an individual being present and capped the climax ending the interview by some such statement as "I suppose that if I offered you a dime you'd run around the block for it."

The dean has permanency of tenure. Nothing but battle, murder or sudden death can dislodge him. The almost unbelievable inadequacy of our imagination is chiefly to blame. There is need of a house cleaning and of a recognition of new and more human values. There is still a choice left open between administration of student personnel problems for the convenience of the faculty and service to the students for their own sake and in a sympathetic and understanding spirit.

Once or twice in a generation a great humanitarian like former Dean Briggs of Harvard lights up the lives and hearts of hundreds of students, but his appearance is a miracle, a kindness of nature, and not to be called forth by the routine methods or plans of men. It is safer and saner to try to develop a "fool proof" method, producing a less miraculous but more certain solution of the problem. It is wiser to bring the abstract qualities of understanding, love of youth, and sympathy in to our colleges as recognized principles; and to engrave them there by the establishment of a strong group of officers pledged to mutual coöperation and to common ideals in their perpetuation.

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AN approach to a discussion of fraternities in colleges and universities is always complicated by the existence of members of those organizations in positions of authority or influence. There may be popular professors, deans, or presidents who hold membership in some local or national fraternal body. There may be prominent and wealthy alumni, one of whom is about to give a new wing to the college library and who also heads a committee appointed by his fraternity to gather funds for a new chapter house. It is difficult to divorce the fraternity from the personality of these gentlemen and rather than face the consequences of the attempt retreat is often the wisest move from the point of view of self-preservation.

At the outset it may be stated that the fraternity has undoubtedly to its credit a number of things. It has provided living quarters not only more comfortable and luxurious than the average boarding house but frequently more palatial than anything that a large number of its members are likely to acquire as alumni by their own efforts.

It has yielded to the pronged fork of the dean in many institutions and is busily engaged in well organized efforts to pledge a sufficient number of good "grade getters" to make its scholastic average as respectable as is required.

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It will not, however, be necessary to enlarge at any great length on the benefits and advantages of fraternity life. All the groups with which I have had first-hand contact, have well-developed self-esteem and a first-class organization for, and firmly-established custom of, self-advertisement before the college and the public. Frequently the organization for this purpose is not formal but is an unconscious or subconscious type of "booster" psychology apparently indigenous to membership in the fraternal order. This statement is not made in condemnation or in commendation. It merely may serve to help to open the way for a consideration of certain other and more important matters by explaining why more time is not considered necessary for stating the points which are in favor of fraternity life.

Fraternities may be either local or national. The former are confined to a single chapter house which, of course, is situated on or near the campus of the group that originated the organization. Local fraternities may start as "eating" or social clubs, as honorary societies, or as imitations in every way of a chapter of a national fraternity.

National fraternities have chapters on various campuses. Each of these chapters is an integral and constituent part of a national association or body which has its officers elected by delegates from the chapters. The national body usually has its executive offices at a distance from any of its chapters. An annual convention is held—attended by delegates from the various chapters.

A National Interfraternity Council—a sort of superbody—has within relatively recent times been formed for the discussion of common problems. It has as yet little influence in shaping the behavior of its constituent units, the various national bodies. Great jealousy and some hard feelings exist between certain of the national organiza-

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tions as will be seen when the "mole-hill" fruits of the labors of the mountain-like national Interfraternity Council are considered.

Perhaps no better introduction to the psychology of official fraternity men can be given than to review briefly the achievements listed by Dr. Shepardson, President of the national fraternity, Beta Theta Pi, at a recent meeting of the National Association of State Universities.

So predominant, ingrained, and overweening is the group self-consciousness and self-esteem of fraternities that Dr. Shepardson paid unconscious tribute to it as exhibited by his fellow national representatives when he advanced as an outstanding achievement of the Interfraternity Conference of National Representatives, the fact that it had succeeded in getting those men "together in one room." The mention of this as an outstanding event smacks a little of that splendid coöperative spirit and encouragement of great development of progressive statesmanship which has been attributed to the Balkan States in international affairs.

Lest this "achievement" be considered a flash in the pan it will be well to review some of the other results attained by the sweat of the brow of the Interfraternity Conference. These are reported by Dr. Shepardson as follows:

The Conference has encouraged meetings of fraternity editors and of fraternity executive and travelling secretaries.

To give an idea of the origin of fraternity editors and travelling secretaries it may be noted that national fraternities frequently publish a magazine which includes, among labored attempts to inculcate high ideals, abundant advertising of the successes of their members in college activities (largely extracurricular) and in business or professional life. The fraternity magazine in recounting the

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mighty deeds of the "brothers" gives a sense of social insurance to those who are members but who have not yet "arrived" and satisfies the vanity and consolidates the support of those who have.

Fraternity travelling secretaries are earnest men, alumni of some chapter, who visit the various chapter houses, listen to as much of the truth about the inner workings of the "house" as the undergraduates wish to tell them, attend a banquet at which they deliver a somewhat standardized but none the less idealistic address and depart for the next institution leaving behind them, in most cases, a feeling of "Thank God, that's over."

To bring these gentlemen into solemn and peaceful conclave may possibly result in ultimate good, especially if they are obliged to listen to one another often enough.

The Conference has fostered local regional conferences.

This seems to be humanitarian and entirely right; it should be the aim of every normal conference to settle down some day and breed a lot of little conferences in its own image.

The Conference has sent its representatives to associations of college officers.

This is also a good thing; "college officers" are the same as other people. They love to listen to addresses, applaud, and refrain from public criticism. At the close of the formal session at which the address is given they divide into small groups, containing friends who trust one another, and retire to privacy. In this more restful environment they proceed to the dissection of the address and of the gentleman who delivered it. This is accomplished without the use of anaesthetics and with much cracking of bones. It is intellectually one of the best things that college presidents do and under its inspiration they show their keenest and most amusing side. It would, therefore, be

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nothing short of a calamity to deprive them of this occupation.

The Interfraternity Conference has sponsored national gatherings of delegates from local interfraternity councils.

This technique is the reverse of its encouragement of local conferences. The process of building national gatherings is simple and self-perpetuating. The local conferences fostered by the national conference send delegates to national conferences which in turn foster more local conferences. It has something of the same sublime quality as the experiments of a biologist who raised rats to feed his experimental cats and fed the defunct cats to the rats. This proved not very beneficial to either of the major parties but was remarkably advantageous to the tapeworms which spend part of their life in cats and part in rats.

The Conference has convened representatives of local fraternal organizations not yet affiliated with a national body.

This, of course, enables the larger body to exert a standardizing influence on local fraternities or else to disapprove of their behavior. It also gives national officers a first-class chance to look over "locals" with a view to their absorption by national bodies. It also undoubtedly must do something (as yet unidentified) for the local bodies or they would not convene on request.

The Conference has worked towards the repression of campus organizations antagonistic to real fraternity ideals.

This means apparently that they are, for self-preservation, combating the various secret fraternities which frequently break the group loyalty of the organized and recognized "houses" and thereby "run" campus politics. These organizations are a cancer growing on the

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organized fraternity body, but like a cancer they consist of the same material as the body itself. Their eradication is, therefore, very difficult. They are such a menace to the organized and recognized fraternity that it must fight them in order to live.

The Conference has information available to help chapters which want to build houses.

The completely unselfish value of this activity needs no comment.

In fact, it is remarkable and significant that throughout the list of "achievements" given, the emphasis is so wholeheartedly self-centered. Fraternities are so isolated from the main problems of a university that their interaction among themselves is surrounded by a smooth, cyst-like wall of selfishness. The fact that this does not seem to them strange or inconsistent with the idealistic and co-operative claims made for them by their members is an indication of the deep-rooted and subconscious nature of the reaction.

The real value to a college of a particular fraternity or of fraternities in general will not, however, be measured by their selfish success in organizing and housing students for their own uses. There are more important things than satisfied digestive systems, well-appointed card rooms and jazz-belching radios. There are even more important things than memorizing the place and date of origin of the sixty-three proud chapters of their order, or than learning a grip with which to greet Brother Whoosis from Beaver Falls when he returns to the great home-coming game.

When the unimportant activities are recognized as such, there will have to be revaluation of the fraternity on the basis of its actual contributions to the strength of character and wisdom of the students that form its membership as undergraduates.

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It has been pointed out proudly that the fraternities own property valued in excess of \$70,000,000. This is a huge material amount. It will not be possible to place a definite value upon their spiritual contribution, but it is certainly fair to ask certain questions the answers to which may have some bearing on the situation.

In view of the narrow interest expressed in the list of achievements of the Interfraternity Council, it seems fair to ask these questions from the point of view of the college. What has the fraternity done in aiding the university to solve the problems of undergraduate life? Has it increased honor and decent living among students? Has it devised any original and constructive methods of increasing undergraduate interest in scholarship? Has it by its own example paid sufficient attention to selection of members to encourage and to support those who are trying to introduce more careful methods of selection in admission to college and in the retention of students once admitted? Has it built a loyalty to the university which lies above that to the fraternity itself? Has it contributed to a true sense of values on such matters as democracy and responsibility for one's fellow man? To all these and to a number of other equally pertinent questions the practical evidence from the vast majority of cases at hand dictates a negative answer.

Let us first take up its attitude towards honor and decent living among its members. The pledges required of initiates in almost all the fraternities are praiseworthy. They deal with brotherhood, loyalty, honor, and other qualities which, if understood and practiced, are among the noblest attributes of humanity. By the same token to take a pledge which states that thereafter you will deal with these idealistic qualities and then to fail to understand them or to carry out their full meaning when occasion demands is a form of the most virulent hypocrisy. It is

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not as though the issue were not clear and simple. If it were complex or if the fraternities and the universities had not lived together for more than half a century, such behavior might be excused. Such, however, is not the case. Let us take an example of what I mean.

A boy—perhaps a freshman—is accused of cheating in his college work. The punishment, if he is guilty, is suspension for one semester. Let us suppose that two of his “brothers” know that he did cheat. If asked about it they will in the overwhelming majority—if not in every case—lie, in order, as they believe, to “protect” him. They will be commended by the other “brothers” for doing so.

From what it may be asked are they protecting him? From suspension? Yes, and in so doing they are deliberately contributing to a philosophy on his part that he can escape the results of dishonesty by one means or another. They are building a pseudo-honor by their own dishonor. They do it because of ignorance—ignorance of what honor really is, ignorance of their duty to the university that makes the existence of their chapter house possible, and ignorance of the futility and stupidity of considering that university officials such as the dean are on one side of a fence and they, the students, are on the other.

National officers of fraternities, if they have not forgotten their own boyhood—and it is their business not to forget it—must have been at least somewhat aware of these conditions for decades. They may orate against them on occasion or they may profess intense interest in remedying them, but their performance test in these respects is poor. Naturally they dread action that may lose members for their body. They, like many of the college executives and faculty members, have dodged the vital educational and moral issues which are pressing all around them.

Nowhere does the fraternity show its failure to require

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high standards of personal decency more than it does, at times, in connection with social events such as dances and house parties. So important is this phase of fraternity behavior that it may be considered in some detail.

The evidence is clear from various sources, first, that many fraternities conduct decent and well-ordered house parties by their own inclination; second, that many others conduct cheerfully indecent revels under the same name; third, that the university usually does not care to stand the grief of establishing and maintaining a means of determining the facts in either case; fourth, that the alumni feel the same way as does the university; fifth, that judging from their inactivity the national organization is apparently in agreement with the alumni in this matter; sixth, that the civic authorities of the university community usually care too much either personally or officially for the hides and dignity of its police force to enter the field of sociological research in this connection; seventh, that parents are as innocent of the truth as they are incapable of devising means of ascertaining it; and eighth, that there is no method of correcting the situation and of doing justice to all unless the university hires paid chaperons, in sufficient number, for each and every house party.

The university is picked as the unfortunate agent to employ chaperons for several reasons: first, by doing so it would introduce a number of faculty members to the student body albeit under citrous circumstances; second, it can keep its records continuous and introduce progressive changes as circumstances allow; third, it can modify the degree of supervision in any direction—with groans of oppression from the students at times to be sure, but with freedom from outside influence or control.

In addition, from a humanitarian point of view, the establishment of paid additional and adequate chaperonage

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for house parties and dances would do something to prolong the life of those long-suffering and thoroughly controlled individuals known as house mothers. These ladies running in emotional make-up from extremes of asperity to saccharinity are beautifully and artistically hoodwinked when occasion demands. One of the best ways to leave certain regions of the chapter house free for informal activity of an unsupervisable nature during house parties is to appoint a "steering committee" of students. The members of this committee take turns in flattering and cajoling the house mother and in occupying her mind with high and noble thoughts for whatever length of time is deemed desirable. Not only is this of immediate value but if by chance the entertainment be gastronomic and sufficiently prolonged and varied, it may produce results so vital to the ancient lady that she is not able actively to patrol the chapter house for some days.

There has developed on the part of students a delightfully informal custom of coming (either sober or intoxicated) uninvited to dances at various chapter houses. This is done so extensively as to tax the capacity of the house, and so make dancing even more like the preliminaries of wrestling than either fashion or comfort dictates. It also happens that when those who desire to enter unbidden are ardent males without escort they at times push in window sashes, glass and all, or break outer doors from their imitation hand-wrought hinges.

To protect the "brothers" and their chosen partners from such incursions, the fraternity has been forced to resort to the employment of a group of noble individuals whose usefulness, a few short years ago, seemed gone forever. These are "bouncers" of that simple and primitive anti-alcoholic ardor that cleared the saloon of "bums" when those gentlemen by raucousness or unseemly act impeded normal intellectual discussion or progress of any

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worthy cause. The "bouncer" has thus awakened from hibernation to find, not the glorious Olympian days returned, but a very decent substitute of some real merit and appeal. In one institution the suggestion was actually made by a member of the Interfraternity Council that the university itself hire the bouncers and keep in its archives a list of those who were "approved." Just what rules would determine approval was not made clear.

The control of the personnel and of social behavior at dances, especially on afternoons or evenings of home football games, is particularly difficult. A good deal of the trouble is caused by returning alumni who bring liquor with them internally or en route thereto and attempt to release inhibitions which they have been forced to maintain in their home community. This is very unfair to the students, who, as undergraduates in awe of the returning "brother," do not dare as a general thing to act violently upon his person. This is true even when the rule of the house forbids the introduction of liquor—for is not "Brother" Geevem '05 the uncle of Joe Geevem '31, the great half-back, and as such, is he not superior to censure? Or is not "Brother" Hippen '98 in the same office with "Brother" Saltina '94 who owns most of the mortgage on the house?

In the eyes of many alert and progressive educators the fraternities stand today in a very serious and weak situation. So far have they failed to coöperate or to live up to their possibilities and ideals that without doubt it may be fairly claimed that whatever may be their behavior in the future, it is no exaggeration to say that in the past ten or fifteen years the fraternity has frequently been the most powerful organized source of moral misbehavior on the campus.

Has the fraternity devised any original and constructive methods of increasing undergraduate interest in scholar-

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ship? In response to such a question, the national bodies will point with considerable emotion and satisfaction to a requirement for scholarship passed by them. In relation to the magnitude of the problem as a whole, and to the extent of what the fraternities if activated by different motives might do, their position is a good deal like that of a man who climbs on a soapbox and feels that an amazing altitude has been reached.

Dr. Shepardson, in the speech already referred to, also said "it is hazarded as a true statement that fraternities, as national organizations, and fraternity officers make the most aggressive influence in college circles to-day in the direction of higher scholastic attainment of the student body considered as a whole."

If this means what I think it does, the statement (made at the close of Dr. Shepardson's remarks) by Dr. Tiggert, former United States Commissioner of Education, now President of the University of Florida, and, I believe, a high officer in one of the national fraternities, is pertinent. Dr. Tiggert said, ". . . fraternity men in United States generally in the colleges and the universities do not rank with the non-fraternity men." Apparently the aggressiveness referred to by Dr. Shepardson has not hit the mark.

From personal conferences it is possible to derive information which shows that the opportunity for quiet, thoughtful concentration on college work is the distinct exception rather than the rule at fraternity houses. Of course, just before examinations when the mental leaky tire must be frantically pumped up, patched, and trusted to carry its owner a short way farther over the road, a frenzied drive may be engineered. Once the "exams" are over, however, the rebound is emotional, extensive, and expensive.

There also exists a striking example of improved scholarship obtained under "non-fraternity" conditions

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to serve as a further challenge. At the University of Iowa a far more positive influence for scholarship than that of the fraternities is felt in the attitude of the occupants of a great dormitory for men students. The students in residence in this building have in an effective and democratic way strikingly cut down the percent of academic failures among them and have led the campus groups, including all fraternities, in scholarship for a long time.

There is also an ample body of obvious facts to show the common attitude of the fraternity house towards scholarship. Confirmation of these conditions can be obtained from any group of students which will frankly state its opinion. If the chapter is at the middle or above average on the scholarship chart of the University there is no trouble. The students are usually left in comfortable mediocrity without disturbance. If they fall to a position near the end of the list they are, after varying lengths of submergence, prodded to a point where some sort of effort is made. Since the "rating" of houses is a relative matter there will always be enough of those who were above average in the previous year who, through carelessness and lack of excitement, will fall naturally into the lower positions. The prodding process will be repeated and the heavy, clumsy wheel will continue to rotate slowly with much grinding and groaning.

The average of the house can be greatly and painlessly improved by the selection each year of a few bright freshmen. This, of course, should never be done to such an extent that the genial tone of the house is in danger of becoming scholarly, but just enough to neutralize the records of a few of the concrete-headed "brothers." A few good students in the house will also provide guiding stars in certain courses. "Brothers" will be able from these strange creatures, who actually appear to enjoy attendance at a course, to obtain free and easy access to

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well-written and intelligent notes. The mentally numb "brother" may even, if the going becomes too hard, agree (under urging, of course) to copy *in toto* a theme or a series of solved mathematical problems representing required work in the course. The brighter gentleman can dash these off easily in a few moments and the time spent in laborious 'copying is really all that should be expected from the more normal "brother." Knowing, as he does, that the entire chapter will lie and perjure itself to protect him, the cheater is kindly relieved from any serious worry or misgivings that might under other circumstances break such a delicate and gentle spirit as is his. *Sic* (in fact, very, very *sic*) *transit honor*.

The fraternity may still fairly be asked to cite what steps of an original or constructive nature it has taken to produce or even to suggest new educational uses of its small-group housing system. Had there been on its part imagination to grasp, will to use, and unselfishness to offer to others the opportunities of the small group of thirty or forty students as an educational unit, the fraternity might point with pride to its contributions to education. Its record in these respects is however practically zero.

The cruel part of it all is that the chance has been so great, the ideals confessed before the public have been so fine, and the investment in material and personnel so enormous, that no matter what the future brings it is fair to say that from an educational point of view the fraternity has been a sad failure. It has "buried its talent."

Has the fraternity been sufficiently careful in its methods of choosing new members to support the college in its efforts to establish higher standards of personnel selection and retention? What has been the reaction of fraternities to efforts on the part of the college to establish

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a system of delayed pledging? These questions are important for in picking its members a brotherhood, if it is to mean anything vital, should be judicial and wise.

Delayed pledging, to which reference has just been made, is an effort to benefit both freshman and fraternity. It disapproves of the wild pursuit of members which leads to the railroad platform to meet incoming new students and to efforts to pledge them at the moment of their collegiate "birth." It favors instead no "rushing" or "pledging" of students until they have been for one college year (or at least for one semester) on the campus. It thus attempts to give the fraternity time to observe the student, and the latter time to get his habits of study more or less well-established.

That delayed pledging does not always act as a panacea is, however, admitted by the evidence of students themselves. Two examples of weakness in selection methods in spite of delay, may be cited.

The members of the Yale Class of 1932, as freshmen, started the publication of a magazine called "Helicon." They sent out an open letter in which the following statement stands unchallenged: "At the beginning of the sophomore year the student starts falling into the rut where he seems destined to remain until liberated on Commencement day. His fraternity immediately brands him with narrowness . . . etc."

In a more humorous but none the less telling way Gladys Moore in "The New Student" describes the gyrations incident to sorority life in an article called "Josie Gets Educated." In mentioning the process of joining the sorority Miss Moore says: "The Xi sorority soon found that they had underestimated the possibilities of one who wore the latest models, spent lavishly, and drove her own car. Soon after the beginning of the sophomore year Josie was pledged and proved her prospective loyalty

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in initiation by the consumption of a quantity of raw eggs and glue."

As a general thing the same arguments that support delayed pledging also underlie and have, in practice, amply justified the so-called "three-year rule" in athletics. This rule insists on a full year's residence before a student may become a member of a 'varsity team of that institution. It has produced better scholarship, more stability of personnel, a higher proportion of eligibility and distinctly better standards in inter-collegiate sports. The fraternities, however, are willing to pick a "brother" with infinitely less care and wisdom than is shown in athletics and will actively fight for the right to continue to do so.

What effect has the fraternity had in increasing or in decreasing democracy and social unity on the campus? The answer is clear and concise.

The fraternity, in the opinion of most people who are not pledged to support it, can fairly be accused of being the greatest force against true democracy operating in American colleges and universities. Hundreds or even thousands of cases can be pointed out by parents, friends, and associates of the sense of social inferiority on the part of non-fraternity students, which is fostered and capitalized by the fraternities as indicative of their own social value. In campus politics it is frequently the case that the non-fraternity students are driven by the combination and log-rolling tactics of fraternities to organize a party of their own based on a normal but frequently bitter reaction to snobbishness. The sense of class distinction so aroused frequently lasts throughout the lifetime of the student. To young people social recognition and honors loom large. In many colleges the fraternity is the highest social stratum and is, therefore, the objective of all such students as feel the value of social advancement. The fact that the methods of selecting students for mem-

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bership are superficial and hurried is unnoticed by the student not chosen for membership. He feels only that he has been ignored or discarded, and fails to balance his bitter disappointment and resentment with anything resembling rational evaluation of the hollowness and hypocrisy of fraternity life.

The harm done by fraternities in creating false but acid social distinction on the campus also extends to division and disagreement with one another. Critics can point to abundant cases of campus politics in which the fraternities are the traders and manipulators of votes for the definite and avowed purpose of log-rolling their representatives into office. Fraternities may become so bitter with one another about this that they form a serious disintegrating force on the social life of the campus, and carry their jealousies and picayune feuds out into life after graduation.

It will be well to recall Dr. Shepardson's statement that an outstanding achievement of the National Interfraternity Council was the fact that it had gotten representatives of all its constituent groups to sit down together in the same room. This was a semi-humorous and altogether serious confession of the lack of harmony that exists between national bodies. Their jealousies are fed and fanned by the local feuds and political throat-cutting of their various chapters. It would be simply an amusing sort of game did it not definitely affect, as it does, any effort to unify or to combine the fraternities for any constructive educational or social progress.

—The fraternity may be fairly asked for a statement as to what it has done to build a loyalty to the university, greater than is the narrow loyalty to its own membership.

Many chapter houses believe very fundamentally in their independence from obligation to the university.

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They show this by bitter resentment if any attempt is made to change personal license on their part to a more controlled form of behavior that will keep them out of serious trouble. Not only does this statement apply to undergraduates but frequently to alumni of the fraternity as well. Instead of supporting wholeheartedly the idea of university-owned dormitories it has been my experience that undergraduate members of fraternities will as a general thing oppose them on the ground that they would offer living conditions and an opportunity for study so attractive as to create difficulties for the fraternity in its acquisition of new members. Of course there are exceptions to this statement but there is ample evidence to show that it does not unfairly state their attitude as a generalization.

It is true, for example, that in one institution the fraternities first opposed the extension of the dormitory system for the reasons already mentioned. Later when the erection of dormitories was postponed for other reasons, they turned about and opposed a university attempt to bring about delayed pledging of members on the grounds that until dormitories were built the freshman would suffer by being denied the social environment of the fraternity which would be better than that of the boarding or rooming house. They thus argued cheerfully but inconsistently on both sides of the dormitory problem; *contra* because of fear of loss in membership and later, when the danger of building was less immediate, *pro* in order to postpone the introduction of another and more imminent interference with their lack of responsibility.

The belief of the members of the fraternity in their sacrosanct protection from investigation or interference by college authorities is at the present time so ingrained that it clearly indicates a long standing desire on the part of college executives to "pass by on the other side of the

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street" rather than to face the unpleasant experience of grappling with the situation. The college executives, however, are not alone in their desire to keep their hands clean. Many fraternity alumni of my acquaintance have given up visiting their chapter house because of conditions there which they know to be wrong but do not care to attempt to correct. Fraternity alumni who are faculty members have often refused to chaperon at house parties because they could not or would not regulate the behavior of the students.

It should again be emphasized that not all house parties are such a problem nor are all faculty members desirous of shunning contact with them. The situation has been kept in *status quo* because it has usually been possible to find among the younger eligible faculty members a convenient couple who are sufficiently blind, deaf and dumb to be welcomed with open arms in the capacity of chaperons. This naturally does not solve the problem.

The asocial and anti-administration attitude of the fraternity shows itself then not only in those matters just mentioned but in the answers which one is forced to make to the questions asked earlier in this chapter.

The loyalty of the fraternity is narrow and personal in its treatment of the dishonest, drunk or weak "brother." It attempts to keep his and its own faults away from the college authorities so that deserved discipline can be avoided. Its duty to the college is so slight in its opinion, that it need not seriously be considered as a factor.

In its attitude towards scholarship the fraternity has waited for the college to make its course clear. It has ~~not~~ pioneered or contributed a constructive thought in advance of what was suggested.

On the campus it has conducted petty politics between fraternity chapters and has further weakened loyalty to

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the institution as a whole by creating and fostering fraternity and non-fraternity distinctions.

Its record as a builder of a loyalty to the college greater than its selfish protection of its own privileges is, when one considers its confessed ideals, a lasting and shameful disgrace.

Just how far certain of the national officers are from realizing or from admitting actual conditions, and what honestly hopeful and idealistic aims they hold publicly for their groups, may be judged from such communications as the address given by Dr. Shepardson already quoted in other connections.

Dr. Shepardson mentions the fact that fraternities have been of "valuable aid to your [i. e., college executives] cause in so many ways"; that the fraternities are "a system embracing 750,000 college men"; that they have been a "most valuable and important cog" in the educational system and that they have been an "intangible and incomputable factor to the forces working toward the main purpose of university or college—the development of character and power in individual life." He says that one way in which this has been accomplished is the "group appeal to the honor of the house"; another, in his opinion far more "potential," is the "stimulus of the individual himself." All of this is constructive and is motivated by the highest ideals. It is, however, a not too modest description of a thin veneer on the burnished side of the shield. It neglects or minimizes the thick grimy inner surface.

Actually in a number of conversations with college presidents over a period of eight years, evidence has been repeatedly advanced which shows how very far the opinion of the executive, when frankly and confidentially given, is removed from that of Dr. Shepardson.

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The case against fraternities is, in my judgment, a very strong one. Corrective and constructive steps are needed. To present details concerning these would be unwise. It would insure the most active opposition from the fraternities themselves. It may, however, be safe to block out roughly some things which are certainly indicated.

—There should be no "rushing" or pledging of members until the start of the sophomore year. Since fraternities do not trust one another, penalty for infringement of this rule might well be closing the offending chapter house for a three to five year period.

—Denial for the ensuing college year of all social privileges to hold dances or house parties to those houses forming the lowest ten or fifteen percent of the scholarship rating would undoubtedly be wise. The rating might be made each semester. It is probable that the average grade of scholarship in fraternities as a whole would consistently and progressively rise if this action were taken.

—Each fraternity house should give, at its expense, board and lodging to a young and able-bodied proctor (not a member) who should be appointed by the university. The power of this proctor should be that of an accredited representative of the university. His recommendations as to discipline should be followed.

On special occasions such as dances, the efforts of the proctor should be supplemented by the employment, at the fraternity's expense, of as many assistants as he may deem necessary to keep the function within the bounds of decency. Discourtesy, insubordination, or lack of cooperation towards any proctor should be reported by him to a chief proctor who upon investigation should have the right to close the chapter house for whatever period he believes wise.

As constructive measures to utilize the house as an

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educational unit, many things might easily be done. Following are some suggestions:

The encouragement of interfraternity scholastic competition in one-act plays (to be composed and acted by members); poetry, musical composition, freehand drawing, general essays, sculpture, engineering or architectural design, articles or essays on some phases of law or medicine; research work in the sciences; oral examinations in any or all fields of knowledge and a number of other similar activities. For each of these, within an institution, rewards might be offered.

Inter-collegiate or international exchanges of students desirous of pursuing some special course of study. This might be done within the membership of a national fraternity group or in competition between such groups.

Funds for a series of honorary lectureships or week-end visits at the house by distinguished members of faculties other than those of their own institution. This might easily develop into a most important means of helping members of the chapter in the choice of a life work.

Periodic invitations to, and entertainment of, groups of non-fraternity students on the campus. If these occasions were not only social but also intellectual they might raise the tone of the house as well as produce a finer sense of democracy.

Honorary awards, at intervals, by national bodies to the chapter of their organization making the most creditable all-round record. In a few instances a beginning has been made.

Awards by the university or college to that house showing the finest sense of honor and loyalty to the institution rather than to itself. Proctors' reports might help here. This award should be large and impressive enough to mean something. It should not be a loving cup or tablet to be passed around. It might consist of award-

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ing some permanent insignia with a 'varsity letter, and numerals to show the year in which the award was made. Not only the "house" but the individuals within it should be so recognized.

It may be objected that all these steps would cost money, and so they would. On the other hand vast sums are now being spent on expensive houses and other overhead and on selfish indulgence. The total expenditure for music and entertainment during house parties, for automobiles, movies, de luxe clothes and other unnecessary items could be at least partly diverted for other purposes if the will to do so was present. Alumni of fraternities and others who comprise the 750,000 men who use or have used the \$70,000,000 worth of equipment could, it seems certain, do much more than they have done to better the tone and morale of American education.

The greatest source of irritation in the whole situation is the disparity between the unfulfilled potentialities of the fraternities; the social and intellectual smugness of their members, the puniness of their constructive contributions, and the unreality of their ideals.

We marvel at the ant that carries a pine needle; but we can feel nothing but contempt for a strong man who sits admiring himself in a mirror and refuses to bear his share of a heavy and challenging common burden.

AUTOMOBILES AND LIQUOR

AN imposing series of troublesome problems have been added to the burden of our colleges by excessive and uncontrolled use of liquor and automobiles by students. In altogether too many instances failure in the form of probation, suspension, expulsion or even permanent injury or death has resulted from this factor. For every case that reaches a stage of obvious crisis there are many students that are suffering from serious emotional instability, a wrong sense of values, interruption to study and the formation of habits of inefficiency and carelessness.

The attitude of our colleges and universities towards the problems so produced is well unified in theory although it varies greatly in practice. In theory it may, for example, be agreed that the uncontrolled and unrestricted use of automobiles and liquor is equivalent to an abuse of both; either self-control or some make-shift substitute must be applied in order to avoid the possibility of dire disaster. What is the practical attitude of some of our colleges and universities, however, as regards this problem? What are they actually doing about it?

The abundant examples of horrible accidents occurring when students unwisely combine liquor and automobiles are sufficient to indicate that, as yet, most institutions are doing nothing about the situation. In some,

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however, where over a period of several years there has been an average of from three to five students killed and a number of others maimed for life, action on the part of the administration has become imperative. This action would be hurried in many other cases if the officials of colleges could go in the chill of the early morning, to see delivered at the hospital the battered, unconscious forms of men and women students found near a car wrecked in some ditch. If they could hear the halting, half-dazed account—perhaps the last statement of some disfigured bandaged mummy that a few hours before was a boy or girl full of the happiness and optimism of youth—they would surely try to study the problem and to take whatever steps were necessary to prevent such tragedies. This illustration minimizes rather than exaggerates the situation.

Since students are the chief human means by which the tragedies occur let us see what are the qualities possessed by them which serve to increase the chance of unwise and disastrous use of automobiles and liquor.

Dr. Robert C. Angell has recently completed a most interesting and important study of several hundred undergraduates at a large State University of an extremely cosmopolitan complexion. He finds reasonable *academic* adjustment with analyzable causes of trouble and failure in that field. The *social* adjustment is not so good as is the academic but it has encouraging indications of improvement. The *emotional* problem which he lists as "adjustment to life," however, presents the greatest difficulties. A high proportion of the critical maladjustments fall under this heading. There is no reason to believe that the group of students which he studied was exceptional in this respect. It was probably representative of tens or hundreds of thousands of our college popu-

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lation. It is an appalling indictment of our education that it has until very recently dodged this issue and would continue to do so did not the present pressure of the growth of scientific knowledge make such neglect seem unwise.

Students coming to college have reached a stage in their individual development when the problems presented by their own biology and physiology are at their height. Reference has been made in an earlier chapter to Hollingworth's "The Psychology of the Adolescent." It is a book well worth reading if one is interested in youth. Dr. Hollingworth shows clearly that we may expect the vast majority of college undergraduates to be in a period of far-reaching and basic physiological and psychological change. They are therefore uncertain, upset, ill-adjusted, and often unhappy. As a result they naturally turn to diversions which are sensational, adventurous, and wherever possible a bit risky.

A sympathetic reaction to lawlessness is no new factor in college undergraduate life. Theatre rushes, riots with the police, theft of gates or piazza rails, cows in chapels and Fords hoisted to the belfry have delighted successive college generations for many years. These activities or their counterpart will undoubtedly continue to amuse and appeal for years to come. We face no radically different idea underlying the undergraduate escapades with contraband liquor or high-powered cars. The existence of those two items have, however, made the temptation more alluring.

The method of procuring liquor also adds zest to the whole situation. There is a certain appeal to youth which the career of the pirate or smuggler has always exerted. Movies, plays, books, magazines, and above all the daily press have given thousands of thrilling accounts of the types of activity and personnel involved in the business of

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bootlegger and rum runner. This does not tend to lessen the interest which youth feels in these modern outlaws who follow that pursuit. Viciousness on the part of youth, does not, in my opinion, enter into the problem to any great degree. Energy, carelessness, ignorance, and high spirits are amply sufficient to account for ninety-five percent of what happens. Because of this fact, it would seem to be a great mistake for anyone activated only by an emotional stimulus of stern disapproval to collect data against youth.

In the material nature of the automobiles and of the liquor themselves certain latent causes for trouble also reside. The concentration of speed, weight and power in the modern automobile is vastly in excess of any units of transportation ever before given to immature individuals. Every car advertises its speed so skillfully and with such appeal that college students are not likely to hesitate in testing the ultimate performance of the car at their command. The sales arguments of certain automobile manufacturers thus invite and court excessive speeding, a procedure always fraught with danger.

Also while the idea inherent in the use of alcoholic beverages is not greatly different today from that which activated the "wild parties" of the gay nineties, the liquid material used is more dangerous in itself; the social consequences are more serious and the environment in which the scene is set infinitely more complex than they formerly were. (Even with the best intentions in the world it cannot be denied that the physiological and psychological effects of new whiskey or raw gin gulped down "straight" or with few embellishments are far more sudden and violently disturbing than were the "beer nights" with an abundance of cheese and crackers which were formerly the rule in colleges.) It is also certain that the closer the net of so-called "prohibition" is drawn, unless

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it performs a miracle and completely cuts off all manufacture, transportation or sale of alcoholic beverages, the higher will be the proportion of distilled liquor sold. This will follow since it is from the material with most alcohol that the greatest revenue is obtained in proportion to the space and expense (and therefore risk) entailed in its transportation.

The problem would be complicated enough if the facts just stated were its sole components. Unfortunately, however, there are a number of actual obstacles placed in the way of its solution. These may next be considered.

The first of these is the parent who refuses to make any effort to prepare the mind of his child in the secondary school to realize the fact that a college education is an expensive privilege involving definite obligation commensurate with its opportunity. Parents through stupidity, greed or weakness are far more apt to treat college either as an inherent right possessed by their progeny or as a mere incident in athletic or social development. As an example, it was found that in one large university the most tenacious, irrational and emotional opponents of restrictive measures on the use of automobiles, introduced for the sake of greater safety both to students and the public, were professorial members of the university faculty who felt that their children, as undergraduate students, should be exempt from any general rule.

Extensive urbanization, which has added many other general complications, has also modified very fundamentally the nature and influence of the home. It is perfectly certain that parental control was strained to the breaking point in the good old days when the informal "cruising radius" of the young was eight miles per hour via horse and buggy. That control has snapped, unheard and unsung, when the young can travel up to eighty miles

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in approximately the same length of time. The modern "cruising radius" has brought the big city within reach of the joy-riding country swain and the lakeside dancing pavilion or country road within reach of his harassed city cousin. Small wonder that parental control has passed, for many happy-go-lucky boys and girls, into the discard.

Added to the lack of parental control, the general social environment in which modern youth finds itself has everywhere become tremendously complex. In driving there are the rights of thousands of other cars and pedestrians to be considered. There are available for easy diversion more carefree and conformable members of the gentler sex than ever before. These maidens, moreover, have learned from many books, magazines, movies, and plays that a lady is no lady unless she has at some time or times come perilously near not being one.

Youth is remarkably imitative; most of its misbehavior reflects the misbehavior of its elders. The fraternity house parties and other campus dances imitating the supposed behavior of smart society are aptly illustrative. At such parties the car parked outside is often used as a drinking and petting parlor between dances or for longer periods if it seems best. If street lights or extensive traffic render the nearer location undesirable, a neighboring dark street or yard is generally available. Chaperons at dances following limitation of student automobiling privileges have reported more actual dancing, less erratic behavior, and fewer drunken students on the floor.

A third obstacle is the group psychology of our present-day undergraduates, especially those accustomed to living in the mutually protective groups such as the fraternities. The attitude of the vast majority of these students is that college regulations are made to be broken or outwitted, as a sort of duty, wherever and whenever possible.

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This attitude is partially understandable—rendered so by the stupidity and mummified sterility of much of the academic ritual. Faculty dictates are frequently enforced with just as much asperity and lack of balance as the orthodox zealot ever displayed in roasting a witch. On the other hand, if the need of a restrictive measure of a non-academic nature, such as those involving liquor or automobiles, can be explained in a reasonable and human way, the student frequently recognizes its validity and coöperates in its enforcement.

Not only does the carefree attitude of the thoughtless or group-ridden college student militate against a satisfactory solution of the problem, but for other definite reasons we cannot fairly expect a satisfactory solution of major emotional problems at college. Such problems are too complex and too individual. For that very reason we should stringently limit additional circumstances which would complicate these problems further until the student has reached a point in his development where they can be *normally presented; clearly perceived; and studied without undue and unnecessary interruption*. College does not, and cannot properly fulfill a single one of these three essentials.

At the outset of any consideration of corrective measures it will help us to develop a more judicial and less biased attitude towards youth if we remember that adults, and not youth itself, are responsible for bootleggery, modern dances, automobiles, and the prevailing types of literature, drama and the movies. The "moral" or "immoral" value of these things is not at this time the issue.

From the foregoing fragmentary discussion certain steps towards the solution of the problem are clearly indicated. These consist of, first, a sympathetic understanding by the college executive of the psychology of the

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student; second, the discovery of some practical way or ways of restricting and controlling the use of liquor and automobiles by immature students.

When an organism is changing rapidly—and is developing new structures and new potentialities—nature always protects it. She conceals and surrounds by a very fixed and simple environment, the developing vertebrate embryo. She encases in an outer shell or chrysalis the metamorphosing insect. She recognizes the delicacy of all such critical situations and tries to do one thing at a time and do it well.

Not so human society in its colleges. It waits until its members reach the age of the most difficult and disrupting physiological and psychological metamorphosis. It then changes their geographic environment, thus breaking old ties and leaving raw ends of the blood vessels of broken habits. It changes their social environment, muddling them with a scale of unreal campus values. It changes their emotional environment, frequently allowing unrestricted and fatal experimentation with the subtle and powerful forces that make the greatest beauty and the foulest sores in life. It changes their mental environment at the same time and expects them to acquire, classify, correlate and be otherwise absorbed in a myriad of new facts and theories about physics and poetry, zoölogy and the history of religion, music and journalism.

It should not have taken us two decades to react violently against this absurd and cruel stupidity. We have only just begun to do so, however. It is both amazing and disturbing to find that the same or a similar lack of courage that characterized the attitude of college faculties when faced with the recognition of intangible values in the admission system or with uncontrolled behavior on the part of fraternities, again bobs up like an evil genius to face us here.

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It does not seem unfair, therefore, to urge that steps be taken to control and to simplify wherever possible the extent and nature of emotional and social problems in order to clear the way for action on the intellectual side. With an intellect that functions somewhere near the level at which it should, there is a far better chance of the student's wise solution of the more intangible and more difficult problems of an emotional nature. This fact was clearly brought out in Dr. Angell's study to which reference has already been made. This does not, however, mean that we should neglect or ignore the problems of the emotional adjustment of the student. On the contrary a plea has already been made, in the discussion of admission to college, for the investigation and evaluation of the emotional development and balance of prospective college students before they are accepted for matriculation.

Such investigation, if it leads to a successful method of judging and recording emotional stability and maturity, would do much to relieve the inflammation of the problems of automobiles and liquor at the colleges. Any corrective steps which might then be advocated for the students already in college would be supplemented and aided by the preventive action of a more accurate and intelligent admission system. Progress would in this way be enormously hastened and extended as it has been by co-operative activity of the curative and preventive phases of medicine.

As yet the colleges and universities of the United States are perhaps a little less rigid in the control of their student personnel than are their British sisters. There is no value in arguing relative merits of the two cases. The British situation is mentioned merely to show that greater control than we at present exert is possible and practicable, if and when we agree that it is desirable.

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This statement is made necessary by the lack of courage and attitude of expected defeat shown by many faculty members when faced with the suggestion that some action along the lines of restriction of license in the behavior of students is necessary. There is no reason why control of student privilege should not be undertaken and there are obvious reasons why it is the only practical method of approaching the situation under discussion.

One fact to be borne in mind is that, in so far as liquor is concerned, the colleges—institutions under the existing laws of our country—are left no choice. In relation to the use of liquors, complete control under *all* circumstances in or near *all* student residences or other institutional property, is mandatory, unless the institution wishes itself to become a law breaker. The institution's responsibility extends to the fraternity houses, clubs and their environs as well as to dormitories and boarding houses. It does not, however, in my opinion, extend to students living at home or in the houses of close relatives.

When the student is on or near the campus, however, the institution has not only the right but, in the case of State Colleges and Universities at least, the inevitable duty to see that all laws are enforced. This, of course, includes any or all illegal possession or transportation of liquor, as well as the infringement of traffic rules and laws covering the use of motor vehicles. The extent of the institution's responsibility in these matters certainly covers all property and personnel directly or indirectly under its control.

The geographical factors are one determining agent in defining the extent of control. Another element is that of the existence of periods—vacations and holidays—control of which ceases to be a university or college responsibility.

In general it is not the institution's business to follow

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up the behavior of the student when "on leave." Special trains and cheering sections during the football seasons are of course so characteristic, and so representative of the college, that student behavior in them should be considered as "on campus."

The automobile situation differs throughout fundamentally from that of the use of liquor. It is much more amenable to varied degrees of control. This fact naturally brings us to a consideration of the relative claims for the use of cars by under-classmen (undergraduate freshmen and sophomores), by upper-classmen (undergraduate juniors and seniors), and by professional or graduate students.

Many of the last mentioned class are married, and all are presumably more mature than they were as pre-professional students or as undergraduates. The use of automobiles, subject only to the restrictive laws operative for all citizens, should in my opinion be granted to this group. If they are unable to use a car wisely and fall afoul the law, that fact may or may not, as the institution deems wise, be made grounds for additional disciplinary action.

Theoretically, at least, the same reasoning should apply to undergraduate seniors and probably to juniors. Any student worthy of graduation from a university (especially from those largely supported at public expense) should be stable and reliable enough to be trusted to drive a car. If events should prove that they abuse the privilege of driving a car, the chances are good that their graduation could well be indefinitely postponed on the grounds that they were not safe investments for other people's money. It would be fair to hold that they had not attained sufficient emotional stability to encourage the belief that after graduation they would prove an asset rather than a liability to the community. There are many

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tens of thousands of young people of sufficient mental ability and of more emotional stability who would use the opportunity of college more wisely than they. The doubtful one, therefore, had better be gently but firmly removed and another given his chance.

It might, of course, be argued at this point that the same philosophy should be extended to include freshmen and sophomores as well. This, however, I believe, can be shown to be unwise. It is perfectly clear, from what we already know of the course of normal development, that maturity and wisdom come at different ages and at different rates of speed in different individuals. It would seem entirely fair, therefore, to give all students a reasonable period of protection—an optimum for them to learn how to use their minds if they so desire before adding other complications.

Reasons have been advanced in the chapter on the curriculum to show why the first two years of the four year undergraduate course may fairly be considered the normal extent of the "trial" phase. If during those two years the student has learned the elements of self-control, concentration, regularity in habits, how to read intelligently and to use his mind in thought, greater freedom of all sorts may safely be granted for the remainder of his college days and in fact probably for the rest of his life.

The enforcement of any restriction on the use of automobiles will naturally require an organization and a certain amount of "overhead." The function of enforcement, in its early stages, can be attached to the office of the dean of students or to the advisory or personnel group that has replaced him. As the responsibility of the student grows, and the irritation caused by the restriction wears away, the administration of the whole matter might well be placed in the hands of the upper-classmen and professional students themselves. Since their own use of

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cars could be made dependent upon their success in keeping under-classmen from using them, a student tradition for restriction of the driving privilege might reasonably be expected to evolve from the situation.

At all events the present waste, suffering, and tragedy arising from uncontrolled use of liquor and automobiles by immature students in a period of tremendous developmental change are unjustifiable and unnecessary. They can be greatly decreased or eliminated by rational impersonal restriction of opportunities for contact with these two powerful and dangerous agents until the student has been given a chance to develop more regular and mature habits of thought and behavior.

To dodge the issue because it may lead to unpopularity or to difficulties in administration is merely to convict an executive or institution of selfishness. The growing tendency is to act in the matter in a friendly but firm manner, as an older brother might insist upon doing what he could to protect his younger brother from unnecessary and premature chances of failure and disaster.

The development of responsibility and character is the keynote of a college training which attempts to educate (lead out) the whole ability and personality of its students. No better test of the sincerity and honesty of an institution in this respect exists than in its reaction to such difficult and challenging problems as those of student use of automobiles and liquor.

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ONE of the questions most frequently asked a college executive is "What do you think of co-education?" The question is troublesome. Co-education is one of those miserable words which produces a misleading sense of simplicity by including a large number of different conditions under a single term.

Broadly defined, co-education means of course, the education of both sexes in the same classroom units and under the same general conditions. A moment's thought will make it clear, however, that for those situations in which the factor of sex is practically negligible or else a very minor consideration, the term "co-education" loses its real significance. In other words, the only reason for using the prefix "co" is to denote that the difference between the sexes is recognized as an important factor. With this fact in mind, it is obvious that the various levels of our educational system do not have co-education in the same degree or indeed as the same problem. Can we simplify the question by confining our discussion to those parts of the educational system in which co-education forces itself forward as an unavoidable issue?

Examples of situations in which co-education as a factor is reduced to practically a negligible quality are to be found more frequently at either end of the educational scale than in its central portion. Kindergarten and the

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lower grades of the grammar schools naturally have much less concern with sex than do the junior and senior high school periods. In a similar way, but for a very different reason, professional and graduate schools in our universities are much less aware of co-education as a difficult problem than are our undergraduate colleges.

The reason for this is obvious. The very young group has not yet reached an age at which sex has become a factor of importance. Even though we are forced by modern psychology to admit that fundamental sex impulses and basic sex reactions are operative at a very early age, they are at work subconsciously or unconsciously and are not a factor in producing conscious recognition of the opposite sex in a way or to a degree likely to produce maladjustment or emotional disturbance.

Professional or graduate students have, on the other hand, usually learned to control or minimize sex as a disturbing factor, for they have in mind a clear educational objective for application at the conclusion of their training period. They have thus begun to put into play a type of sublimation through work. Their minds are occupied for an increasingly large proportion of the time and to a greater and greater intensity by intellectual rather than emotional interests. Of course not all of them reach this degree of maturity and balance, but it cannot be denied that if any student in our educational system is in a position to minimize the problem of co-education by a rational and intellectual development it will be the professional and graduate school groups.

Both male and female students in law, medicine, dentistry, and the graduate schools of arts and sciences have together admitted, by their matriculation in those schools, that they are going to be above all else a lawyer, doctor, dentist or scholar as the case may be.

Economically it would be tragic and wasteful to try

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to carry on within a single institution, limited to one or the other sex, schools of the highly developed nature of these units which train for graduate work or for the professions. In all such schools, the students, with the possible exception of those who combine extreme brilliance and emotional instability, have too little spare time to waste it in sex experimentation. The average student in a first-class school of law or medicine has to conserve his or her leisure and to economize on recreation in order to do the required academic work.

As a contrast to the two extremes of the scale stands a great middle group which extends from the higher grades in grammar school up to or through the last years of undergraduate work in the college. The normal student at this level is actively and emotionally wrestling with the problem of adjustment to sex differences and attractions. At the same time the very factors which cause his physiology during that period to be a real problem, tend to decrease or make less active his interest in abstract mental effort or in intense study for a definite end. It is therefore in the case of students of high school and college age, that co-education is most likely to become an important and upsetting problem. It is on this point that we may focus our attention.

If at that level in our educational system co-education is a problem of great interest, it should follow that its importance is, at least in part, a reflection of certain differences between the sexes. Differences of several sorts are, as a matter of fact, clearly discernible, although their significance is not perhaps as well understood as we might wish. Some brief description of them may be of interest.

A differential choice of courses by the two sexes was found in a large co-educational university where there were approximately thirty percent women and seventy percent men students. The distribution of the two sexes

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in the courses offered by various departments can be used as an index to show whether or not the selection of subjects is in any way influenced by sex.

The results are as follows:

	% Female	% Male
Student population as a whole	30.0	70.0
Courses in English and History	32.0	68.0
Courses in Fine Arts and Music	66.0	34.0
Courses in Physics and Chemistry	10.0	90.0

The result shows a striking difference when the most artistic and the most scientific groups are contrasted as they are in Fine Arts and Music on the one hand and Physics and Chemistry on the other. In subjects such as English and History however, they show no such tendency.

Although a smaller number of elective subjects restrict the operation of this factor of sex differences in the choice of courses in secondary schools, evidence of its presence is given by C. O. Davis in a publication entitled "Our Secondary Schools." The numbers are so large that the difference in the sex ratio between students attending courses in Physics and Chemistry and those in courses in Music and Fine Arts is certainly significant.

	Male	Female	% Male	% Female
General School population	1,296,638	1,471,967	46.9	53.1
Courses in English and History	248,079	294,704	45.7	54.3
Courses in Botany and Zoölogy	29,693	34,505	46.3	53.7
Courses in Music and Fine Arts	114,103	147,350	43.6	56.4
Courses in Physics and Chemistry	71,172	45,931	61.8	39.2

The closer approximation of the registration in courses in Music and Fine Arts to the proportion of sexes in the general school population is probably due to the fact that, in the secondary school stage, boys will be taking Music and Fine Arts as an avocation, while in college they have begun much more seriously to concentrate on

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those subjects which bear more or less directly on a practical training for industry and the professions. The emphasis in the case of the two sexes is undoubtedly the reflection of a significant difference in interests.

There are also two extremely interesting differences in the attitude of the two sexes towards college in its various aspects. It appears, for example, that women students are as a class more conservative and more conscientious than are men. Their conservatism shows itself in the three broad types of activity in which they indulge.

Physically they submit with no great objection to a system of training and exercise, the limitations and routine nature of which would produce riots among male students. They do this out of loyalty or gentleness while remaining uninspired by, and lukewarm to, its appeal. They are more docile because they would rather be conservative in their agreement than radical in objection.

It is interesting to note the tenacity and vehemence shown by those in charge of programs of physical education for women, in avoiding wherever they can, any form of inter-collegiate contest. They are afraid that the evils incidental to overemphasis of this type of contest seen in its use by men, must necessarily apply to women as well. They, therefore, work tooth and nail to create in the minds of the girls an interest in intra-mural games as a substitute. To outward appearances it seems in some cases as though this had been accomplished. It is amusing, however, to find that fully seventy-five percent of the seniors in an institution where the intra-mural work had been most painstakingly and intelligently developed, quietly voted in favor of inter-collegiate athletics for women when an opportunity for an expression of opinion was given.

Socially they accept graciously the rules and regulations of dormitories and the requirement of a house mother in the sorority houses. Male students would

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wrangle and jowl under similar legislative restriction. Women students take limitation of activity as a matter of course. It may serve them as a topic of conversation in a mildly questioning frame of mind, but they rarely translate doubts or discomfort into terms of objective action.

Religiously also, they are more conservative than men. This quality is, I believe, deeply ingrained. Women students are more orthodox and attentive to denominational classification. In one large State University, for each of the last eight years, the percentage of men students expressing no denominational preference has been distinctly higher than that of the women students. The proportional church attendance and active support of church clubs shows the same tendency. The same characteristics follow them out into life after college. The proportion of sexes in almost any congregation, and in the active work of the church, bears out the earlier prediction of greater orthodox interest on the part of women than of men.

All these tendencies to conservatism among women are, however, weaker today than they were ten years or even a year ago. They are survivals of unfair restrictions and deliberately maintained subordination of women's interests. They should not, therefore, be used as the major emphasis in any efforts at the reform of education for women.

On the other hand, the greater conscientiousness of women is a constructive element of the highest value and of vital strength for building future progress. The existence of an active and highly developed degree of conscientiousness on the part of women students is proven by their superiority to men whenever and wherever in the college course the opportunity for a choice between work and time-wasting is given. Women students have better attendance records, greater regularity in preparation of scholastic work, and do less cheating and dishonest work

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than do men students. These facts are all the more surprising for in many institutions women students frequently have less definite business or professional objectives than have the men.

The urge, therefore, to conscientious work in preparation for definite efforts after graduation should show itself to be greater in men than in women students. That such is not the case makes the superiority of the women students all the more significant. If, then, we are to plan greater educational opportunities for women, we should utilize their conscientiousness to its limit.

Granted that differences between the sexes exist, and that certain of them afford material which might well be used in planning educational opportunity for women, we may, for a moment, consider a number of obstacles in co-education that hamper efforts to initiate and to carry through constructive modification of our existing systems of curricula and educational procedure. No attempt to list the troublesome factors in the order of their importance will be made. Their nature is so diverse as to make direct comparison between them difficult and inaccurate.

Just as the mental gyrations of the National Patriotic Societies are an indirect influence on the student mind in the case of its reaction to military training, the aggressive feminism of dissatisfied older women as executives, faculty members, faculty wives or merely local club women, has a distinct bearing on the success or failure of co-education. Such women thrive on a diet of emotional pap and have an unsettling effect upon the university peace of mind. In simplifying the problem, therefore, it is clear that among the first bits of baggage which can, to advantage, be left at home, is the feminist virago.

In the field of education they are trouble makers for a number of reasons, of which five may be mentioned. First: they tend to breed and to foster a sex antagonism

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based on unwise and unreal values. They argue for the advancement of women as such, regardless of individual qualification. They advocate a numerically proportionate representation of women on faculties and other authoritative bodies, without reference to the competitive process by which candidates for academic recognition should be chosen. They ignore the steady natural drift of women towards home life and childbearing. Such facts as those cited by Koos in "The Junior College Movement" have little meaning for them. Koos showed that among a large random sample of women college graduates, one year after graduation, 72% were engaged in educational work, 12% in advance study, and 6% were home-makers. Ten years after graduation, however, only 25% were in educational work of any kind, 20% were in other occupations, and 55% were engaged in home-making. This factor of uncertainty at just the chronological period when men are doing some of their best academic work, must be taken into consideration. Second: they serve as rallying points and arsenals for a large number of weaker women who are also dissatisfied and restless. The less assertive and aggressive woman finds in the leadership a substitute for masculine strength which she desires but cannot obtain. Third: they are highly emotional in their approach to any problem. So far does this hold true that the rational becomes permanently subordinated and handicapped in their thoughts and activities. Fourth: they adopt towards youth a bilious and unwholesome attitude. They expect the worst of youth and fail to recognize that by so doing, they permanently forfeit its respect and support. Fifth: their methods in attempting to reach their objectives fall outside the bounds of honorable opposition. In this respect, the survival of an old-fashioned feeling that women have special privileges to use any aids in advancing their cause, appears in an active form as a strange

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contradiction to their confessed philosophy that men's rights and standards are the main desiderata for women. The favorite place in which these ladies entrench themselves is in the capacity of executive or administrative authority. From such a position they can most successfully irritate the male members of the faculty and keep the status of women on the campus in a state of continual turmoil.

The discussion of such matters may, to the reader, sound picayune and out of place. Let me hasten to assure him that although the influence of aggressive feminism is indirect, these factors are of great weight in determining the attitude of the academic world toward co-education. There is almost complete unanimity in the opinion of the male executives with whom I have discussed this matter. One and all dread and abhor this militant feminism as a survival of an outgrown and overemotional psychological approach to the whole program.

The importance of tradition is another variable serving to complicate the situation and to make any generalization more dangerous. Probably co-education at its worst is to be found in the institutions where no traditions against indiscriminate or promiscuous "dating" and sex experimentation exist. In such cases it is not at all unusual for couples in the preliminary stages of courtship to monopolize sidewalks, doorways, and such benches as may be available. This goes on day after day and week after week. It is not a matter for irritated restriction but for calm study and evaluation. It has a definite meaning which is not understood or satisfactorily treated by such celibate legislation as that of a large urban university of strict sectarian proclivities, which forbade, under threat of punishment, all conversation or social contact between its men and women students on the campus.

In institutions where the student "tradition" is against

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extensive "dating" between undergraduates, the presence of men and women together on the campus need not be a very complicating or unsettling factor. On such campuses the appearance of couples of the opposite sex together is the distinct exception rather than the rule. Co-education undoubtedly provided the opportunity for such contacts, but tradition in the opposite direction has stultified it. On the other hand in certain institutions where the student body is of one sex only, a tradition towards social contact and experimentation with the opposite sex may result in more time-wasting and immature behavior than in a controlled and wise co-educational institution.

The possession of too much leisure time on the part of the students is a real obstacle to the wise development of any co-educational program in high school or college. In this respect some teachers and executives of schools have been very unimaginative. The amount of work required has been so slight that the student has been left free to develop to a large degree, time-wasting habits. The temptation to make "dating" a major activity in pleasant time-wasting is so obvious in co-educational institutions that its effect could have been lessened by wise foresight. Ample and continuous chance for recreation on or near the campus, coupled with increased reading and other class requirements as well as restriction of automobile privileges as advocated in the fifth chapter, will substantially decrease the abuse of co-education which now exists in some institutions.

Among the difficulties to be met, the variation between individual students must also be recognized. A student whose intellectual interest is already aroused, can weather the uncertainties of a co-educational college much more successfully than can one whose attitude towards academic work is inspired by no such motive. This fact justifies, it seems to me, such efforts as have been previously dis-

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cussed towards modifying the curriculum in ways calculated better to serve the interests of particular students or groups of students. The only way to diminish the unpredictable quality, always inherent to some extent in individual variation, is by the careful study and utilization of those variations and not, by ignoring their existence or in spite of them, attempting to standardize all students.

The most important single obstacle in the situation is the necessary adjustment of the student to the rapid and irregular development of sex instinct which characterizes adolescence. The vast possibilities inherent in the situation should be a challenge to all liberals. It is, however, unfortunate that women are at once faced with the dual responsibility of adjusting their individual characters to a greater economic and social freedom and of providing a mediocre man-made civilization with a great idealistic example of unselfish public service on a higher and finer plane than men have been able to attain. Either task alone would be difficult enough; together they are almost overwhelming. Because of the seriousness of the situation, it will probably be necessary for everyone interested to become much more analytical, direct and frank than has up to the present been the case. The greatest need for immediate study exists, I believe, in the individual adjustment of women to new freedom and to a changed social order.

In an effort to strengthen the fabric of social conventions such as marriage and parenthood, the world is attempting to replace ignorance and blind chance by knowledge and conscious planning. Civilization has long been in sore need of both these reforms. They have, however, been hastened in their appearance, and jostled in their application by the Great War, and the confusion following it.

The problem, although greatly involved in its details, can be boiled down to two general tendencies which one

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sees at present in fairly widespread application not only in co-educational colleges but in all large groups of young people of opposite sexes. The first of these, one that seems altogether harmful, is that of many young men and women who experiment emotionally and physiologically with members of the opposite sex, hoping to derive from this practice data which will enable them to pick a life partner wisely. This is certainly stupid; variety and promiscuity easily become in this way established habits instead of steps to further knowledge. Since they precede any profound mental or spiritual attraction, they are apt to substitute a shallow emotional satisfaction for any higher or more lasting relationship. The chance of finding an intellectual or spiritual companionship through general sex experimentation is negligible, and certainly does not in any way justify such action.

Quite different from this is the second tendency. This is the growing feeling on the part of those who, honestly believing that they have found the life partner for whom they have been searching, wish, before finally deciding to marry and have children, to find out whether they are emotionally adjusted to one another—to reach a point of intimacy which would enable the decision to rest on something more than guesswork. Marriage without knowledge of the extent and nature of the emotional make-up of the contracting parties is an agreement based on ignorance and superstition rather than on knowledge and mutual confidence. Which of the two types of approach is the more apt to produce lasting and growing love is not hard to see. It requires no further argument.

It would be highly desirable if youth would follow the second approach rather than the first, to make sure of the mental and spiritual traits of his proposed mate before passing to the physical or physiological aspect. If, too, youth stopped to realize that the mental and spiritual

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phases of marriage will, in the ordinary course of events, outlast the physical, it would see the value of coming to a consideration of the last named phase only after a mental compatability had proved itself.

In the method of experimentation which immediately proceeds to physical and emotional intimacy, there is little opportunity for exercise or appreciation of the higher implications of a sex relationship. Hence if the only basis for the companionship is physical, when its course is interrupted and its continuation rendered impossible, there is nothing left. Such experimentation leads to the type of promiscuity that has produced prostitution as an emotional outlet. Physical and emotional manifestations of sex are so much easier to induce than are its intellectual or spiritual phases.

In the second type of approach, intellectual and spiritual sympathy precedes the attempt to establish physical intimacy. If, finally, this intimacy does not satisfactorily complete itself, there still remains the intellectual and spiritual relationship already formed. Since vastly different social results follow in the two cases, the distinction between them seems worthy of emphasis. It is necessary to face such matters frankly because sex experimentation and its resulting upsets are an existing phenomenon, and not a theoretical problem.

To urge a delay in granting complete freedom of opportunity for co-educational contacts, is not indicative of distrust in youth. It is merely an effort to prevent "stacking the cards" against students by our thoughtlessness and failure to recognize the tremendous complexity of the task which we are asking them to undertake. Doing one thing at a time, and doing it well, is an old-fashioned notion perhaps unnecessarily strict and unimaginative. To complicate the situation and to increase the chance of disaster by overloading the college adoles-

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cent with conditions such as to bring on additional bewilderment and maladjustment to life, is extraordinarily short-sighted and unjustifiable.

Up to this point, an attempt has been made to bring out the fact that co-education as a critical problem is confined to the central portion of the educational scale, and that various complications are encountered in attempts to study it at that point. The existence of real and important differences between men and women students was shown, and it was urged that these differences be recognized and utilized.

The acceptance of co-education means that the institution deliberately prepares to pit its wits against the natural time-wasting attributes of adolescence. This is no easy matter. It requires originality and imagination in initiating a program adequate to the problem, wisdom in the program's execution, and a somewhat scientific and detached attitude in the measurement and criticism of its progress and success.

A curriculum should be designed for women students particularly. Based on human relations, it should include two major subdivisions. The first of these should consist of subjects forming the foundations of human relations—birth, marriage, education, sickness, child rearing and the like. The second subdivision should include subjects which describe the fields in which the foundation work can be applied.

Among the foundation subjects would certainly be included information to provide a sound working knowledge of the structure and functions of the body, its care in health and in the simpler and more widespread diseases. Specifically, courses in anatomy, physiology, psychology, genetics, hygiene, bacteriology, sanitation and dietetics would be desirable. As training for a wise use of the relaxation periods, and informal background of human

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relations, courses in fine arts, appreciation or composition of music, drama and literature would be essential. The fact that women naturally recognize this fact and prefer courses in these subjects to the more scientific or mathematical departments was shown by the striking figures derived from the data previously shown on enrollment in a large State University.

The fields in which application of the training can be made would include a scientific emphasis such as is provided by courses in infant and child psychology, education, social service work and organized charities, with an approach by way of the broader humanities such as history, economics and political science. Naturally for citizens of the United States, the history courses should include not only those on our own country but others on Europe, Canada, Latin America, and Asia. The courses in economics should certainly have among them one on the business and economic organization of the United States. It is not remarkable that women need a review of the factors which have produced, and are still contributing to, the immensely complicated social organism known as the United States. The work in political science should have a distinctly international emphasis. In the field of international relationships, with a view to insuring lasting peace, women are ready to be idealists. It would be criminal to see them become involved in the ruck and muck of petty political detail with which men have bound themselves for centuries. If civilization can preserve and encourage the great body of interested women as a free moral force to exert the influence of which it is capable, the dreams of great peacemakers and political statesmen may some day come true.

It is difficult to bring the whole situation to the point of summary and conclusion. Only a few general suggestions are possible and they should be offered admittedly

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as being of temporary value. Continued study of the nature and development of the various types of differences between the sexes should be a part of the work of all educational and psychological research laboratories.

While the information in this field is accumulating, there would seem to me to be a greater chance of wise and happy companionship between the sexes, if the opportunities for co-education at the high school and junior college age were decreased or discontinued. If and when the high schools and colleges devise methods which select and retain their students more wisely, arouse in the great majority of them real intellectual interest, begin to develop in them an absorbing appreciation of the magnificent challenge of the spiritual, and equip them for life more skilfully and promptly, co-education at those ages might conceivably be advisable. That it is not wise at the high school age and at the junior college level at present, is no criticism of the boys and girls. It is a frank accusation of imperfection and weakness in the vitality and power of the educational units themselves. When those administering educational units and teaching youth are themselves exalted by the mental power and spiritual value of their calling to a point where their inspiration is contagious, youth will respond, and the difficulties now involved in such complex questions as co-education will be greatly diminished. Until such a time arrives, the high school and college age are probably the most unlikely periods at which to expect a successful solution of co-education's various problems.

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THE most anomalous and, in some ways, the most irritating departments now in residence on the campuses of our colleges and universities are those of military science and tactics. They exist primarily because the Morrill Act of 1862 suggested in no uncertain terms that military training should be offered at all the colleges which under its terms accepted land grants from the Federal government, and because the later establishment of Reserve Officers Training Corps units naturally took advantage of the colleges and universities as centers of potential officer material.

The Reserve Officers Training Corps units, both as organizations and as the reason for bringing regular army personnel into the chaste academic family, have proved themselves in many instances heavy crosses for the college or university to bear.

As a tribute to their uncomfortable weight the National Association of State Universities maintains a standing committee on military affairs. This committee annually relieves itself to some extent, by submitting to the Association a report which cites some of the woes common to a number of member institutions.

In 1927 the report of this committee dealt with the co-operative relationship between the university and the War Department. It did this because that particular re-

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lationship has been, to speak politely, in a delicate and invalid condition for some years. The committee reached a conclusion agreed to by the members of the Association, without a dissenting voice, to the effect "That this relationship is being jeopardized is a matter of much concern. . . . This jeopardy comes not so much . . . from those outside the educational institutions who are demanding an abandonment or an almost complete abandonment of military training, as from difficulties inside due to growing evidences of a lack of coöperation between the Federal Government as represented by the War Department and the educational institutions of the country."

The report goes on to state "The impression still prevails apparently . . . that even in time of peace, when army men are assigned to our universities they are the representatives and advocates of the army and not primarily educational officers."

Of course the present time is a difficult period for all military organizations. They are being forced to adjust their intense self-esteem which has been deliberately fostered as a producer of morale, to the knowledge that much of the world is rapidly growing away from the former psychology of adulation of the military.

To understand the present situation as the natural point from which future reform must start, it may be of interest to state briefly the figures showing the number of institutions of college grade at which R.O.T.C. units are supported. There are, according to the 1928 report of the Committee on Military Affairs of the National Association of State Universities, one hundred and twenty-five such units. Of these seventy-six are compulsory insofar as a basic course in military science and tactics is concerned, and voluntary for the advanced work in this field. Forty-nine units at our colleges or universities are wholly elective and voluntary.

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There is a widespread and steadily growing feeling against compulsory military training of any sort, or for any period either basic or advanced, at the colleges and universities. It appears to be based on two things. In the first place, students forced to take the basic course often feel that the amount of time expended in its work is out of proportion to any benefits derived from it. This feeling is not very different from the whole-souled disgust felt by nine out of ten freshmen for dull and uninspired compulsory courses in elementary English or in Physical Education. There is a sameness, a paralyzing routine which leads them nowhere in particular and they resent it. Because of the recognition of these facts, freshman English courses have been either greatly revamped or have been made over completely in the last few years. Physical Education is following suit by allowing exercise of different sorts as a substitute for much of the older formal calisthenic work. Military Science and tactics will have to do likewise or prepare to dig in for a long hard siege against a steadily growing army of irritated students.

A report of a committee of the National Student Federation printed in their yearbook of 1928-1929 takes the form of arguments on the pros and cons of compulsory R.O.T.C. The Federation took this matter up at a discussion group and presented it without bias or favoritism. In doing so they set a precedent which the "Chambers of Patriotism" would do well to follow. (By "Chambers of Patriotism" is meant the booster organizations for organized glorification of America. Among them may be numbered the Daughters of the American Revolution, the American Legion, the "America First" League, and others of their type. Their family resemblance to the local booster groups such as certain Chambers of Commerce is thus recognized in their designation. They will be referred to later at some length.)

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The arguments on the "pro" side expressed the belief that war was "police duty" needed to preserve law and order; that as yet there is no substitute for it and that college men should do their duty towards compelling orderly regulations, i. e., prepare for war; that the training of an R.O.T.C. does men much good apart from its preparedness value; that an R.O.T.C. is better in ideals and as an economic venture than is a standing army; that with other nations arming we should not disarm further; that a student can go to an institution having no R.O.T.C. if he objects to its compulsory feature; that the R.O.T.C. does not always foster militaristic doctrines but may simultaneously advocate leagues, courts and other forms of substitutes for war.

The arguments against compulsory R.O.T.C. units stated that war is not police duty since it is not the action of an impartial third party settling a dispute; that war is an outgrown tool which does not pay; that sentimental rather than practical agreements will be the means of keeping war alive; that the technique of college military units involving girls as honorary officers, public parades, snappy uniforms, pay, and competition for prizes are all emotional in nature; that there is no intermediate ground, we must either have extensive and complete preparedness or none—there is no half-way preparedness; that the Kellogg treaties give new hope of renouncing war; there is, therefore, a gambling chance of getting rid of it. Let those who want military training get it, but do not compel others to take it.

Both sides agree—and this is of great interest—that students should support every effort to get their fellow students of different lands together, and also that they should use every influence to promote any aid to peace—such as pacts, treaties, leagues, courts, and disarmament.

The whole situation is most complicated, for wars are

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the means of bringing youth into contact with the stern and tragic truths of the bestiality of life. War too has been the ancestor of many outstanding figures of history. War has been the most obvious outlet to patriotism. Our own geographic isolation has been a great aid to narrow nationalism and that in turn has been the progenitor of economic greed and of misunderstanding on our part of the motives and aspirations of other nations.

It is unfortunate that so many factors combine to make the situation difficult. This fact, however, increases rather than lessens the need of clear thinking and definite action. The dismal and long continued failure of the War Department to recognize the fact that the officers detailed by it to the colleges and universities should be educators, members of faculties, rather than captains, majors, or colonels, is one real source of trouble and of emotional complications as has already been brought out.

Another ground for dissatisfaction is the fact that the War Department persists, even in the face of a request from the National Association of State Universities, in having a military and not a civilian official in charge of the Reserve Officers Training Corps executive work in Washington. This leads by army custom to frequent replacements and to the continual possibility of change in the personnel in charge of the program. Officers in the army are moved about with definite objective of promotion and retirement and no effort is made to treat in a special way problems requiring long continuity of service, or for the attainment of optimum results in any different manner from the method employed in cases where frequent change of personnel does no great harm. The administration of R.O.T.C. units would be greatly facilitated if a civilian whose tenure of office might be expected to extend over a reasonable period was put in charge of its program at Washington. Such an individual could

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undoubtedly coöperate to great advantage in clearing up the problems listed by the institutions as being of a disturbing nature.

Still another irritant to many Americans is the narrowness of the organized patriotic societies, the Chambers of Patriotism. This affects the educational institutions indirectly by its distinct influence on the student mind. Students are observant, alert to, and intelligently critical of such organized propaganda.

The first thing that this type of so-called patriotism does is to nauseate the student by its provincialism. The average college student of today may have his limitations, but he is many times more rational and judicial about his country and its future place in the world than are many members of the older generation. I suppose it is a good thing to have sociological museums in which specimens of the screaming and blatant patriotism of the gay nineties and earlier can be kept alive, without harming anyone. It would be a pity indeed if such oratorical sentiments as the following were to die, as they certainly might, without artificial respiration:

" . . . unless we, the people . . . are up and doing . . . we may soon lose our liberty and become the slaves of bureaucracy."

"Sunrise. Dawn. The glow of the morning. The new day of 'Coöperation on National Defense' by the Daughters of the American Revolution is just beginning."

"If this work needs money shall we give it? If the plans of this committee need volunteers, will you enlist? . . . If the National Defense Committee needs the support of patriotic womanhood, can it count on you?"

"We are confronted with academic 'borers in' representing many phases of 'liberal thought.' . . . They proclaim loudly against . . . debts owed the United States. . . . They criticize the President and Secretary

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of State and those who remain loyal to the preservation of American ideals."

The Proceedings of a Congress of the Daughters of the American Revolution in its more than six hundred pages will provide thousands of examples of antiquated philosophy of this narrow type. Scarcely a page (unless it be one that records an individual encounter between stern ladies bent on untangling a parliamentary snarl), but reeks with self-esteem and self-congratulation. In the words of one of its former President Generals:

"It has been my observation that those who accomplish really great things in this world are not handicapped by an inferiority complex."

She continues: "When you see an American city that is showing phenomenal growth and commercial development you will generally find back of it an energetic Chamber of Commerce, Rotary, Kiwanis, and other men's clubs that are constantly on the job, extolling the virtues of their fair town and never admitting that it could possibly have flaws." (The cousinly relation to the "Chamber" family is here frankly welcomed.)

That particular type of philosophy or "boostosophy" grates seriously in the minds of those who are, by education, learning how little any one nation, city or person has ever done to enrich the world—compared with the task still left undone. Students who have learned to enjoy that independent thought—which, by the way, characterized our forefathers—more than any other single thing, will refuse to allow the emotional froth churned up by the inner activity of a Chamber of Patriotism to dictate their opinions on national or international problems or policies. Although many of the student groups in our colleges deliberately, or as a matter of habit, pretend that they do not recognize the seriousness of events, I am convinced that a very considerable proportion of them

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are profoundly worried over the future and realize fully that no one nation has been revealed by Providence as its chosen vehicle for the salvation of mankind. Small wonder then that they are bored by the mixture of narrow patriotism, militant feminism, and distrust of youth which is exhibited by such groups as the Daughters of the American Revolution.

The attitude of a former high official of that body well describes what I have in mind. She says:

"The progress of any country is based, first upon its educational system and secondly upon the intellectual advancement of its women. The citizens of this country should know what has happened to women in Russia in justice to the lovely young girlhood of America." . . . "If there are those who would so reduce the defenses of this country . . . who dare object when woman questions the motive and the procedure?" This type of oration serves, as few other things can, to drive normal male students hastily in the opposite direction.

On another occasion a high officer of that group is known to have brought with her to a formal dinner printed comment on a questionnaire on certain very intimate psychological matters, which had been given by a professor or instructor to his students in an Eastern college for women in order to derive from the answers direct data on some phases of the psychology of sex which the class was studying and in which he was interested as a matter of research. The lady in question seemed to have towards this problem something of that attitude shown by those who receive an active and invigorating stimulus from the terrible condition of morals of the present-day youth. The document was presented to the group with what was undoubtedly quite as much, if not more, emotion than it was likely to engender in the students themselves. There is involved in all such behavior a distinct

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undercurrent of distrust of youth not likely to gain converts or support from young Americans of today.

These illustrations are all used to attempt to show that the safety of patriotism and a chance for it to grow to the proportions of a modern world in need of brotherhood are far from guaranteed by its treatment at the hands of a group of doughty and square-jawed viragos, in Congress assembled.

Nor is the indirect effect on education by the alienation of youth the only means by which narrowly patriotic zealots may complicate the situation or introduce emotional factors where none are needed.

Representatives of the so-called patriotic orders even go so far as to attempt to coerce executives of universities and others to deny the right of free speech to certain individuals with whom they find themselves in disagreement.

An official of one such order protested violently to a State University executive concerning the publicly expressed opinions of a national and international authority on American History, then serving as one of its senior professors. This man was an outstanding example of careful and profound scholarship in one field of our history. He found fault with certain of our national motives or acts (I have forgotten which), and commended one of our former opponents openly and courageously. For this a "muzzle" was requested in no uncertain terms.

Yet at the annual meeting of the patriotic organization to which the objector belonged, the members heard, with applause, an officer of the military establishment of the United States who said that the American eagle screamed "in deep chagrin and shame," that the skill, bravery, and military prowess of our citizenry and their "natural-born" heroism in battle were fallacies in which for twenty years he had held "not . . . an iota of belief" and that the

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"Minute Men of Lexington" were "merely patriotic squirrel hunters."

Hysterical inconsistencies of this type make the existence of Chambers of Patriotism not only of no value but of actual embarrassment to colleges and universities. These institutions are trying their best to teach their students to hear both sides of a question and to choose between them only after the most careful consideration and thought. The obvious fact that noisy groups of partisans exist on both sides of every active question has only a passing interest to any well-balanced person. It is all in the day's work—so to speak. Students, however, are frequently converted to a point of view by the shallowness or emotional unfairness of those holding the opposite one. It is my honest belief that the greatest argument for pacifism—even in an extreme form—in the minds of our college students today is the frightful mess that organized and emotional adults have made, and are continuing to make, of their conception of American patriotism.

It would seem then, in view of all modern international developments, that the idea of compulsory military training at schools and colleges was out of date and out of tune with all that is characteristic of the spirit of the younger generation. Youth would and does recognize the perhaps unwelcome value of regular discipline but it sees no need of putting on soldiers' uniforms to acquire that training. Youth undoubtedly would admit the value of studying about war and the organization that would be necessary if war became—in spite of all efforts—inevitable at any time. It does not, however, see the need of learning how to carry on a war, in person, as it were. It realizes that it cannot possibly retain from a course or two in college the details necessary if its representatives are to be good officers available for active service at short no-

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tice. This being the case, many students object to being compelled to take so-called basic courses which cannot possibly give them—they being unwilling and uncoöperative—enough “preparedness” to be really worth while. The “rebound” from compulsory training is very interestingly shown by the report referred to at the start of this chapter.

That report shows in institutions having compulsory training for the basic course an enrollment of 59,870 in that course and 10,191 in the advance course. This means that the ratio of advanced to basic is close to 6 to 1. In the institutions having all their military work voluntary, the enrollment figures are 11,066 and 3,615 respectively. This is a ratio of approximately 3 to 1. *Those who choose the subject are twice as likely to stay for advanced work than are those forced into it.* A great saving in expense and in efficiency would thus be brought about in training reserve officers by making all military work at our colleges voluntary. When the work is voluntary it has to compete on a fair basis with other subjects.

This would have at least two very desirable results. It would make the War Department study much more carefully the nature of the basic course with a view to making it more valuable from a general educational point of view. This in turn would increase the esteem in which the basic course was held by other departments on the campus—a very real desideratum.

The change would also lead necessarily to longer tenure for the officers who were the more successful professors of military science and tactics and to more rapid elimination of the unsuccessful ones.

When a man's student clientele is largely insured by compulsory attendance he is apt to gain an exalted and self-centered opinion of his own effectiveness as a teacher. It will also follow that unless some other critic able to

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judge of that profound prowess comes, all unawares, in contact with him at work, and remains in a position from which observation is possible without detection, the truth about him may never be divulged. Another reference to a specific case may help to make this clear.

In my day at college, freshmen groaned beneath the yoke of a compulsory English course, ill-conceived and even more badly executed. This went on for some time until one able man with full power of reform and with his own tenure assured was put in charge. The slaughter which ensued was not confined to students as it had been in the "good old days" but included heads of sections who had long exercised an anything but beneficent tyranny within their own academic castles.

The same type of desirable revision would undoubtedly follow in basic courses in military science and tactics if attendance were voluntary and a civilian at Washington became interested in planning and directing them, and in training the personnel to teach them.

It is undoubtedly true that a somewhat smaller grand total of men might complete the course leading up to Reserve Officers' commissions. On the other hand it is possible that with a changed content and emphasis the work might be made to have a most valuable relationship to economics, sociology, and history. If it were "recognized" by these departments, instead of being merely tolerated as at present, its academic future would probably be most reputable and comfortable and the numbers taking it would continue to be large enough to prove its continued worth.

Coercion as a means of obtaining students is unwelcome and should be unnecessary. The principles of discipline, of handling men, of prompt obedience, and of democracy, are now required in the R.O.T.C. courses under actual military supervision. They could quite as well

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be shown by a study of economics, sociology, and history to have been essential elements in the progress of any great people. Examples of their value or of the disaster which follows their neglect should serve to convince the intelligent student of their claims to attention and utilization as forces in his "peace-time" life as well as in war. If the student is not intelligent enough to be able to acquire an interest in them by similar examples wisely chosen, and understandingly presented, he is not intelligent enough to be commissioned as an officer even if he does complete a required course involving technical proficiency both in college and in summer camp.

Voluntary courses on various phases of military theory and practice will give ample opportunity for those interested in progress towards a commission. The issue is not new. The late President Eliot, Dr. John H. Finley, President Garfield of Williams College, President Emeritus Hadley of Yale, former President Meiklejohn of Amherst, now head of the Experimental College at the University of Wisconsin, and a host of others have, in the past, gone on record as opposing compulsory military training for boys of school age. College freshmen and sophomores overlap with boys of secondary school age and are the very ones at present caught in the net of compulsory training. In many cases they are at the poorest possible stage of development with which to work for constructive and continued interest. When the work is voluntary, the more mature students—juniors or seniors—can take the basic course if they desire to do so. This is an added point in favor of the change. The Daughters of the American Revolution may have "endorsed wholeheartedly military training in school and camp" but the final decision will be made by youth itself, if not as students, then with even more extensive scope and finality as the adults of the next generation.

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To sum up, then, we may conclude:

First, that the present situation is recognized as being unsatisfactory by the executives of most colleges having R.O.T.C. units, in the coöperation between the War Department and the institution and in the fact that the person in charge of the program at Washington is not a civilian.

Second, that the present situation is not satisfactory to the student, because he feels that compulsory attendance at courses on military science and tactics is not justified by the content and value of the course or by the trend of modern civilization towards peace.

Third, that so-called patriotic societies officially and through their individual members are complicating matters and are making a solution more difficult, by alienating youth through their out-of-date conception of patriotism and through their attitude of distrust of youth. They are also introducing intolerance and emotional rather than rational values in their own deliberations and in their attitude towards those who hold a view opposite to their own.

Finally, that placing all military instruction at the schools and colleges with R.O.T.C. units, on a voluntary basis, will aid greatly in disentangling the snarl of factors in the situation as a whole and will give to work in Military Science a dignity and broad value which, while compulsory, it can never obtain.

THE PROFESSIONAL SCHOLAR

“**P**RODUCTIVE SCHOLARSHIP” is a phrase which is familiar to all who are interested in higher education. It has come to be considered a *sine qua non* for members of college and university faculties. It is taken, as are many other activities of those bodies, as a matter of course by the vast majority of governing boards of educational institutions and by practically all students, parents, and citizens. It is accompanied by a certain quality which discourages investigation or questioning by anyone who has not one or more of the so-called higher degrees appended to his name. There are, however, many reasons why this phrase should be studied, analyzed and clearly understood by all concerned. It has been used to cover a multitude of sins; sins against students, against progressive educational experiments, against teaching, against efficiency, and finally against the universities and colleges themselves.

These are serious charges, not to be offered without evidence and specific facts to back them up. Such evidence must, of course, be derived partly from the statements of others and partly from personal experience.

Let us first consider certain interesting points concerning the influence of the so-called productive scholar on teaching. Students are, when they will speak frankly, one of the most valuable sources of information. They are

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the recipients of educational offerings from the faculty; they are *ipso facto* the means by which human knowledge will be transferred and handed down to the next generation. Obviously they are the potential teachers of the future.

Harvard students have, through a committee of the Student Council, voiced the following opinions: "Harvard has . . . a large number of true scholar-teachers. These men are real educators. But there are also obvious examples of the other type of scholar, and these, it is thought, should be reserved both for their own good and for the good of students, to teach courses listed as 'Primarily for Graduates.' Harvard teaching in general needs to be injected more largely with human values and philosophy . . ."

Their contemporaries in Purdue have met the same situation and have said: "We believe that the criteria by which a good instructor is to be judged are:

"(1) *Ability to teach*. This includes the personality and broadmindedness of the instructor. . . .

"(2) *Knowledge of the subject*. While a knowledge of the subject to be taught is necessarily essential, we believe that it is secondary to the ability to teach. An instructor possessing a good personality and having the ability to lead a class can accomplish more than one who is a veritable storehouse of knowledge but who cannot impart it."

From the University of Oregon at almost the same time the students reported as follows: ". . . professors less interested in the process of formal education, who prefer original investigation and re-examination of basic material, should be permitted to conduct classes of advanced students.

"After all, we must not lose sight of the inspiration the single-hearted teacher gives to his students. It is the

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chief function of the University to educate its students, and any research is of minor importance."

The situation is also frankly recognized by certain educators.

President Hopkins of Wabash College who, as an investigator for the Carnegie Foundation, visited many of our colleges, has said that in none did he find a procedure for the selection of instructors which seemed to him a significant contribution to the subject. This is good old-fashioned condemnation on a fine ample scale.

Dr. A. J. Klein, Chief of the Division of Higher Education of the United States Bureau of Education, has made certain intensely interesting generalizations. He says: "Promotions in rank and salary are only in a slight degree dependent upon teaching. . . . The tendency of faculty members is to take the position that advancement lies in research in their subject-matter fields."

As an amusing and yet very significant comment likely to be irksome to academic snobs and racial bigots he also remarks that supervision and direct dealing between administrative officers and faculty are better in negro institutions than in white. He speaks of inspection of classes by administrative officers, and continues, ". . . one must admire the negro presidents who refuse to pussy-foot in dealings with their faculties."

To this he might with reason have added that he pitied any white president who might attempt to try the same technique.

There is an overwhelming amount of evidence that teaching for its own sake has been outlawed by the snobbish associations of "productive" research specialists which have come to constitute the majority of most university faculties.

The almost unbelievable picayune fields of specialization that have come to be worshipped in this wholesale

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process of "productiveness" can best be discovered by a perusal of the subjects of certain dissertations submitted as part of the requirement for the doctor of philosophy degree—that certificate of legitimate birth so necessary to the fulfillment of convention in American scholarship.

There is a wealth of material from which to choose but two actual examples will probably suffice. "The relation of Act I to Acts II-XVI in the 1499 edition of the *Comedia de Calisto y Melibea*" and "Discoloration in Canned Lobsters" are my two favorites. Once, aroused to a pitch of frenzy at an alumni gathering, the writer made an unconsidered statement that a hypothetical candidate for the doctorate had written his thesis on "The Suspenders of Henry VIII" and had treated that topic exhaustively and exhaustingly. Within forty-eight hours, a little bird having relayed the information to the campus where I was then situated, a very serious-minded young member of the history department was heard to criticize my statement and to bemoan my lack of learning on the ground that Henry VIII had not worn suspenders but a belt. Two comments only are necessary. The first is an expression of admiration for the rotund old monarch who could keep in place an equatorial band under most trying topographical conditions. The other is a tribute to the true spirit of productive scholarship that lives in the confined spaces of that splendid young faculty member's cranium. As long as that quality of discriminative intellectual acumen exists our colleges have nothing to fear.

In order to understand the hold that the degree of doctor of philosophy, which William James once described as the PH.D. octopus, has obtained, it may be well to trace very briefly the stirring events which contributed to the birth of a "productive" professional scholar.

During the undergraduate college course certain stu-

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dents acquire a large number of A grades in their courses. This usually means that they have loaded their minds in a patient and orderly way with information given them by their professors and have unloaded it again at the time of examination in a way that has pleased its original donors. If the student does this long enough he is apt to be told by the professor or by some one of his academic elders that he ought to teach. He is, by the soothing effect of even primitive flattery, apt to believe this.

As a result he works harder to acquire more grades and possibly may some day be admitted to the delightful old academic garret known as Phi Beta Kappa. Here he can meet, study, and, if gentle and passive enough, learn to admire or even to worship academic "antiques." The students who are indulging in original thought rather than academic imitativeness recognize the limitations of this situation. Certain of them have said . . . "the college tends to foster in the name of scholarship an arid variety of learning devoid of its final human values. This is one reason why Phi Beta Kappa is esteemed by many students in their more frank discussions among themselves 'a doubtful honor.' "

Upon graduation "with distinction" the embryo "productive scholar" sets about acquiring a doctor's degree. In order to do this he must register in a graduate school, choose a field of special study, and a professor therein to pilot him. At that point the narrowing process is apt to be well under way. Together professor and student pick a subject for the sacred thesis. Such a subject must by definition, it would seem, be something on which because of its highly specialized, unimportant, or uninteresting quality, no one else has ever cared to write.

Dean Laing of the Graduate School of the University of Chicago has laid a wreath upon the academic back-

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ground of one candidate by describing the record of the courses taken by that unfortunate student as being . . . "the most nauseous and abominable aggregation of academic junk" that he had ever seen.

The thesis depends upon the original work of the candidate and as such is the apple of his eye. In addition to preparation of the thesis he must undergo an extensive oral examination. These may be frequently highly amusing as a basis for psycho-analysis of the faculty members attending them as examiners. Many of these gentlemen use the examination to ask many questions on their own special academic field of research. This is done for the following purposes—

(a) to impress the other examiners with the fact that he, the questioner, has kept up-to-date intellectually;

(b) to bewilder the candidate by asking questions which he cannot answer;

(c) to hide the fact that he is unfamiliar with the field in which the candidate is specializing.

We now find our budding young professional scholar, ready for work and looking for a job—resplendent in his new PH.D. degree. Notice at this point the regrettable but true fact that he has not necessarily worried his mind about the future of students—worms that they are—and that he has forgotten that before his academic resurrection he himself was of the earth, earthy. He has not done any more teaching than he could possibly help and when he has had to do some, it has wrung from those who had to suffer its effects such tributes as the following, from the Student Committee of Purdue University: "Those instructors who are working for degrees and teaching at the same time should be eliminated whenever they are spending the major part of their time and interest in getting the degree and not in instruction." Anyone who knows the student mind will realize what

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a large amount of bitter sorrow and frank unadorned criticism of existing conditions has been boiled down to the polite statement quoted above.

Where large numbers of students are enrolled in an undergraduate course, it is subdivided into recitation or quiz sections. Thousands of such sections in our colleges throughout the country are in charge of embryonic or newly hatched professional scholars impatient at being made to teach immature students and, therefore, discourteous and overbearing in their contacts with them.

A slight indication of how this type of teacher affects the college student and of what relation he bears to teachers in elementary and secondary schools may be derived from the replies of students asked to rate their teachers in respect to the interest which they showed in the pupils. In elementary school the proportion was twenty-two who were interested in pupils to two who were not, in high school sixty-two to eight; and in college forty-four with interest to seventy without.

Such men, the students of Purdue have intimated, should be "eliminated." The trouble, however, is that most department heads in our colleges are themselves so professionally minded as regards scholarship that the students' point of view is not included in their list of the "ten best sellers." It is disregarded or suppressed and the would-be professional scholar is nursed with ever-increasing care as the total of his academic eggs, in the form of learned articles and text books, mounts higher and higher.

Reference was made earlier in this chapter to the narrowing effect of the men produced by such a system on the aims and ideals of a college or university. This shows itself in their almost complete lack of loyalty to any group larger than their own department; in the importance which they place upon their own personal advancement and satisfaction; and in their sterility as a source of con-

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structive ideas in education. Quite obviously these matters are all interrelated to a certain extent. They may, however, be briefly considered in order.

The academic department is, in most colleges, ruled over by a permanent head or chairman. This individual is apt to be a senior professor with no particular ability in, or love for, executive work. He frequently makes up for this, however, by possessing and exercising an over-developed fondness for authority. He represents the department in the particular brand of discussion which is the chief product of faculty meetings. His contemporaries may, under unusual conditions, oppose him openly. The junior members of his department, however, do so to a negligible extent, if at all. This does not mean that they agree with him or even that they respect him. It simply is an indication that they recognize his autocratic power and pay a tribute to his narrowness by their silence. They do this because open disagreement with him on the floor of the faculty meeting would greatly diminish their chance of promotion.

When any matter which involves coöperation between departments for the good of the college is advanced, it is at once measured and evaluated by department heads on the basis of how it will affect their particular department. If it involves self-sacrifice, its future is not bright. It will probably be swiftly and effectively "tabled."

Another occasion which gives the narrow departmental attitude a chance to express itself occurs when a member of one department changes over to another. This is usually considered an insult or an unpardonable sin. I have known of cases where an apology has been demanded by the head of a department that was quite ready to release a man, from the head of the department that was able to utilize him and so hired him. In other cases this phenomenon leads to such coolness that the

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head of the department from which the transfer is made breaks off all social relations with the head of the other department and refuses to speak to him. All this sort of thing is childish and, if it were not a widespread confession of the serious emotional defects possessed by many overdeveloped intellects, might be passed over. Unfortunately, however, it is so prevalent among professional scholars and so important in influencing the environment in which the students must work that it cannot be ignored.

Occasionally some sort of crude justice may be done and the reward due his efforts may come to a head of a department. One such case is recorded by Dean Laing who tells of a department head who thought that he would shed some of his light and learning upon pupils of a University High School, even at the danger of great loss of self-respect. After a brief period, as a teacher of high school students, this gentleman performed so brilliantly that the head of the University High School, ". . . driven almost crazy by the rebellious tantrums of the pupils in the class (who were graceless enough to say that they were learning nothing) harassed by the complaints of the high school staff, who claimed that the results of years of work on their part were being undone, and execrated, badgered, threatened, and maledicted by the parents of the pupils, appealed to the President of the University, and the erring head was led back to his graduate classes." An item of this sort brightens the picture and leaves at least a remnant of faith and hope.

The degree of attachment between the professor and his salary is also very touching. Individual and organized efforts for a higher rate of pay have been one of the chief contributions of American college faculties. Perhaps the American Legion en route to its bonus might have been considered more efficient, but the decision would be a close one.

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The desire for more pay may actually reach a point where new and major steps in reorganizing the curriculum or in other equally important academic matters are judged not on their merits but on their probable expense. In one case there was marked and active opposition to a proposed curricular reorganization in a stage where it was as yet only being advanced as a general principle. An utterly fruitless effort was made to have it considered on its academic merits. Early in the discussion the question was asked as to what effect its adoption would have on finances and funds available for salary increases and other expenditures of the then existing departments. The fear was that, if the new organization was developed, it would decrease chances for promotion and greater compensation to the then existing faculty. As a result the plan was defeated and progress in serving the students was indefinitely postponed. The highly developed selfishness of this behavior is a by-product of academic self-esteem that in turn depends upon the professional and highly specialized scholar who has lost his sense of human values.

If faculties had contributed any considerable number of constructive educational ideas to the progress of our colleges their selfishness and narrowness might be forgiven at least in part. Offhand, however, I cannot recall any outstanding new educational development for the initiation of which the faculty can be thanked. The free elective system, of some years ago, was an idea of President Eliot's; the ideas for the modified elective system and "group" system under which most of our colleges operate were contributed by President Lowell. To be sure, faculties confirmed both plans but the opposition was marked and the debate in each case was acrimonious. In each reform the executive had to fight for his idea. Other new steps have had much the same history. It is an

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open secret that the Experimental College at Wisconsin is under the constant fire of the "old guard." Orientation courses have been greeted with wishes of the worst possible luck by the old line academicians.

There are still a number of administrators who have not resented the attitude of the faculty. For the most part they are the older and most disillusioned men, well-marked with scars of many costly battles. One of them has optimistically said, "The faculty should be something more than a traditional body engaged in routine educational matters. It should, in fact, be the group that determines educational policy." It is possible to agree with that statement provided the two "shoulds" are italicized and a sentence is added to state that the faculty is in point of fact neither of the things that it *should* be. It would be reasonably correct to say that the greater the power of the faculty the slower and slighter the progress, and the more conspicuous by its absence are initiative and personality in the institution.

There are, in the writer's opinion, certain truths that should at once be recognized and used as the basis for steps to correct the present situation. These may be briefly stated.

Judging by past records, *the faculty as an organized unit is not a safe or wise body to initiate academic policies or to decide upon their value en masse. Therefore, faculty meetings to discuss matters of policy should not be held.*

It has been amply and extensively proven that such meetings cannot help on the main issue under consideration. The faculty should, therefore, be represented in matters of policy by a small group or executive body of its own members. All academic ranks should be represented thereon. There probably would be among the

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members of any large faculty, eight or ten emotionally balanced normal executives available to serve creditably on such a committee. It is certain that the rank and file are not so qualified. The members of this committee might be nominated by the faculty, approved by the dean and president, and confirmed by the governing body of the institution. The faculty is too close to the situation to see its own pitiable weakness as a judicial or executive group.

The faculty and the executive officers of our colleges are apt to get into well-worn ruts or habits of behavior and thought. In other words, they tend to "vegetate." All of them should therefore be on term appointments and not on permanent tenure.

There will be a howl of protest against any such suggestion, but it is nevertheless one of the most needed reforms. At present, permanency of tenure is considered a partial compensation for the relatively low salaries of academic life. This is inconsistent and ill-advised. If the salaries are too low they should be raised, but increased length of appointment to an underpaid man is not a wise or constructive plan. Arising from this is the outstanding weakness of our college faculties and the commonest wail of the administrator. "How *can* I get rid of him? I know that he's worthless but he's on permanent tenure."

It has been found wise in all changing democratic groups to establish term appointments as a principle. There is no reason why academic positions should be exempted from this precautionary measure. It may be argued that research could not progress if a professor was doubtful of his tenure. This is a dubious criticism. Re-appointment could always be made if his work justified it. The term plan of appointment would be especially good in the case of administrative officers. In the chapter on the dean's office the principle of shifting chairmanship in

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any committee of advisers was advocated for the purpose of insuring new points of view to come in contact with the changing conditions.

Another much needed step is *the establishment of methods by which a "doctor" actually is a teacher as his title implies, or is frankly recognized as fitted for research only, if such is the case.*

This might be done by the establishment of different graduate degrees which differentiated between the two types of training; or by requiring a certain amount of teaching experience satisfactorily completed as a prerequisite for the award of the doctor's degree and for appointment to a teaching position on a university or college faculty.

Dean Cross of Yale in commenting on the possibility of differentiating between the two types of scholar has said, "It has been suggested that there be a PH.D. degree of two grades—one a sort of 'pass' degree for prospective college teachers and another, designated *cum laude*, for instructors. To make public such a distinction would provoke resentment." This is an amusing confession of the relative importance of teaching and research in the eyes of the graduate school. The only cheerful aspect of the question is that such "distinction" might "provoke resentment." On the whole "*cum angustia*" might better fit the research degree and "*pro humanitate*" that for the teacher.

There is no real reason why grades of a graduate degree should not be recognized, and there are many reasons why they should be. The present method of picking graduate students allows mediocre material to attain at least the master's degree. This is true because in many universities there is no thesis or examination required for that degree, and as a consequence students can fulfill the conditions for its award simply by taking more

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courses of the general type (although possibly a bit more difficult) than they were accustomed to as undergraduates.

In somewhat the same way, some far from exceptional men drift along slowly but surely until they are given a doctorate perhaps quite as much to get rid of them as for any other purpose. An interesting series of psychological studies by Adams has shown that there is evidence that those students who get all or nearly all A's in their college work and are therefore certainly most likely to be encouraged to become professional scholars, really have a badly developed and dull personality as measured by the judgment of a large number of their contemporaries. On the other hand the student who averages a high B is superior as a general thing in his social and personal contacts. Such a person would seem perhaps to be better fitted to undertake the work of teaching than would the student who might have acquired higher average rank at the cost of personality, character, enthusiasm, and ability to influence the thoughts of others. The present non-discriminative type of graduate degree common to all successful students is one of the chief contributing agents to lack of information on the part of department heads who have to hire younger instructors from the potpourri of newly hatched PH.D's. To distinguish between the levels of the PH.D. degree might well, as Dean Cross suggests, irk college faculties more than a little. The present system is easier for them, and true to their honored tradition they may be counted upon for enthusiastic support of the line of least resistance and the retention of the *status quo*. The dried bones of tens and hundreds of thousands of undergraduate students bleached against the sands of the desert personalities of the "professional" scholar as a newly appointed instructor, should some day force a change in procedure.

What the suggested changes really involve is first of

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all more careful study and description of the young scholar so that his future employer can know in advance whether he is interested in teaching, and to what extent he has been able to get any experience and to attain success in it.

It would also seem to be highly desirable to bring back into academic life the spirit of competition and the urge for increasing achievement provided by the term appointment as opposed to permanent tenure. Term appointments would make deans and presidents keep alive and growing, and would give them other interests than those which were purely administrative. Knowing that at the end of five or six years they might have to earn their livelihood again as teachers or research workers they would tend to keep contact with one or both of these fields. This in turn would make their administration less political and more free since they would have a feeling of confidence in the future which is sure to be engendered by the knowledge that they have more than one string to their bow. In any six-year or other long-term appointment, it would be possible at least two years before its termination to give the individual more or less definite information on the probability of his reappointment. If he were then warned that reappointment was unlikely or doubtful, he could very easily take steps to look for work elsewhere. Some such procedure would offer a most welcome contrast to the present utter helplessness and futility which hangs over all dealings involving an individual entrenched behind "permanent" tenure and the trade unionism of the Association of American University Professors.

The third constructive suggestion is to prevent the floods of picayune, petty, and personal gossip on which faculty clubs or university clubs on college campuses regularly feed, from being poured over educational policies through the medium of the faculty meeting. The appoint-

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ment of a faculty executive committee to deal with problems of policy in place of the group as a whole, would save much trouble and time. To erase the faculty and university senate meetings would be a kindness to all concerned. It would prevent those learned bodies from leaving to posterity their records and minutes as conclusive evidence of their complete sterility. It would teach faculty members the bitter but important truth that it is sometimes necessary to work through representatives instead of muddling personally in every situation. It would cause the faculty clubs and other gossip-pots to thrive harmlessly because they would then be the only outlet for oracular eruption. It would provide a connecting body between the administration and teaching groups—a body which shared the problems of both, and as such might serve as an excellent training ground for future deans and presidents.

The almost unbelievable autocracy and narrowness of the professional scholar is recognized as the greatest obstacle to increased humanity and progress in education by practically all college presidents whose faculties are large. It would really seem that the operation for their removal was almost certain to be performed in the not distant future. It appears to be doubtful as to what, if any, anaesthetic can be used inasmuch as the patient has little if any "heart." Regardless of how it is accomplished, however, it is certain that once the operation is complete and the professional scholar is removed from contact with youth which he neither understands nor loves, the recovery of the college will be rapid and complete. There will come to its faculties men and women who love to teach, who are not ashamed of the absence of higher degrees, who are not scholars "producing" academic adiposity for their own aggrandizement but "reproducing" the zeal for scholarship in the minds and hearts of their

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students. Scholarship of that type will be living and self-perpetuative. It will not need the artificial respiration of an exclusive and autocratic high priesthood of professional scholars.

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OUR colleges, normal schools, summer schools, and graduate schools have increasingly assumed the responsibility of establishing curricula for the training of primary and secondary school teachers. The courage of any institution acting in this way must be great; for as President Lowell more frankly than politely remarked in his 1924 report, "Of all the arts none has been discussed longer or with more persistence than education, and yet about none do we have less definite knowledge of a scientific character."

The problem is made more difficult by the vast numbers of people involved in its different phases. From figures cited by C. O. Davis there were over 245,000 people enrolled in teacher training institutions in 1921-22 and we may fairly assume that the number is much greater today. In 1926 there were 218,695 teachers taking additional courses at summer schools while in 1928 the total had risen to 282,068. The graduate schools will show a similar sort of increase in teachers working for the master's degree although, of course, the actual numbers will be smaller.

Is the present situation either satisfactory or wise? What sort of subject matter have we been including in the teacher training curricula? Are these teachers now being trained really members of a "profession" in an intellectual

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and academic sense, as the organizers and administrators of schools and colleges of education would have us believe? Why is a state of open or guerilla warfare the commonest type of relationship existing between colleges of liberal arts and colleges of education? These are questions that bear directly on the success of our educational system as a whole, for if the teacher's ideals do not extend far ahead of his daily tasks the progress of our institutions will be slowed down or even halted.

Before we can fairly judge of such matters as the rate of progress, we shall need to know clearly what the aims and objectives are towards which progress should be measured. The conception of the broad aims and definite objectives of teacher training units is very hazy at present, and lacks uniformity as between different institutions and unanimity within the single institution.

The first and most obvious cause of indefiniteness in purpose is the over-emphasis of "organization" as an all-important factor in education. Many of the courses in our colleges of education deal with the structure and administration of the school system of this or that locality as an economic or business organization. The orderly arrangement, rearrangement, and classification of the material and personnel of the teaching profession are seriously studied and taught as the corner-stone of that structure to those aspiring to be teachers and executives. Such subjects as the "Measurement and Equalization of the Teaching Load in the Elementary School" are investigated. "Teaching" becomes, as advertised, a "load" to be borne by the teacher as a beast of burden. Such sub-topics as "the *size* of classes taught," "the *number* of preparations necessary each day," "the *number* of classes taught each day," "the *number* of pupils per teacher," and the "total *number* of *clock hours* spent on all school work," are indicative of the uninspired, calculating, cold-

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blooded point of view that has spread like a thick blanket of fog over the whole situation.

Interesting inconsistency and uncertainty appear frequently in the statements of professional educators. One of them speaking to the students of a university educational unit mentioned in one breath the fact that they were all about to enter a school in which "the joys of pioneering" were to be experienced, and in almost the next moment stated that the school enjoyed "substantial endowment, a numerous faculty, a well-organized staff" and an independent academic status. None of these attributes particularly suggests the freedom from overhead and from commitment to a fixed organization which is necessary for "pioneering." There is something analogous between this and a film on tiger hunting which I have just seen. I had hitherto thought of a tiger hunt in the solitary and hair-raising setting depicted by Mr. A. E. W. Mason in "No Other Tiger." I now find that "pioneering" in the tiger hunt is done by several white men, over one hundred elephants and over five hundred natives. Just which group of organisms in this figure is comparable to the "numerous faculty" and "well-organized staff" I do not dare to state. It was unfortunate, however, that the total gross output or yield of the tiger hunt—as shown—was only three tigers. The analogy had obviously best be dropped at this point.

Closely allied to the first mistake, that of paying too much attention to organization, is a great over-emphasis on methodology. Lecture courses on "methods of behavior" and procedure of teachers in the classroom are abundant in colleges of education. From a series of figures on requirements of the teacher training units in the universities of Arizona, Brown, California, Chicago, Colorado, Columbia, Harvard, Illinois, Indiana, Michigan, Minnesota, Ohio, Nebraska, New York, North Caro-

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lina, Pennsylvania, South Dakota, Stanford, Washington, and Wyoming, as listed by C. O. Davis, almost 60% of the hours required deal with history and methods, 16.9% are on the psychology and nature of the pupils, and the balance (24%) are devoted to supervised or practice teaching.

This is a most distorted, unnatural, and unwise proportion. History and methods are not nearly as important as information concerning the students and as wisely-supervised practice teaching based on such information. Medicine has developed a correct sense of values in this respect. Clinical subjects and exhaustive study of human beings occupy a leading place in the training of doctors. Courses on the history of medicine, and lectures on the bedside manner, are greatly reduced in relation to all the rest of the program. These correspond, however, to that phase of the profession which has been most featured in teacher training. This situation is a confession of present paucity of source material for the foundation of curricula in education as a science or as a profession. The attitude of one wise Chinese student who, on coming to one of our universities, entered the College of Education, will explain the situation. He said, "I take Education 72, I take Education 73, I take Education 107, I take Education 108, I take Education 342, I take Education 343; *allee samee thing*. I quit." The gentle Oriental had, in a few words, punctured the large and well-known bubble of "padded" courses and of duplication.

The third source of weakness of colleges of teacher training arises from this same general situation and certain of its concomitants. This particular thorn is the warm and eloquent opposition of the faculties of liberal arts colleges to the average teacher training institution. No redskin's heart could ever have glowed with a more savage joy while circling, with his mounted associates, an iso-

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lated stage-coach, than does that of the professor of the liberal arts college who, in a corner of the Faculty Club, as a part of a circle of his associates, rides with them their favorite hobby of criticism and pours a quiver of poisoned arrows into the college of education.

The newness, relatively speaking, of the teacher training units, their higher salaries and rapid rate of expansion, their "lower" standards and their relative lack of faculty members who are branded with the sacred symbol of the PH.D. degree, are additional sorrows that help to bow the head of the liberal arts unit, and to arouse its deep and abiding resentment.

The definite and impressive political strength of teachers and executives of the public educational system also irritates the more delicate academic membranes of the university nose. This is especially true if the nasal appendage is naturally a bit upturned, for the aroma of the political arises from a "lower" level. This cause of fear and disdain cannot be ignored. It is very real. Politics, well played, leads to highly organized and to excellently executed budgetary increases before state legislatures and in city councils. Politics brings about and maintains educational standardizing agencies of local or national importance. These can, and do, hold the fate of those practicing the profession of teaching, in the hollow of their hand. They can send the school teacher to summer schools for further training or even for advanced degrees in order to be in line for promotion to the more important positions. They can make and depose state commissioners or superintendents of education. Irritating though such standardizing organizations may be, obstacles though they certainly are to the fulfillment of a statement of a great university president that "What we need most in higher education today is not uniformity but experimentation," they have on the whole been more helpful than

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harmful and more benign than malignant. They have raised the minimum training requirements for teachers of both primary and secondary school grades. They have brought marked and sorely needed increases in salaries to the rank and file of teachers. They have conducted, with less waste of public funds than is ordinarily seen in expenditures on a similar scale, the most extended and elaborate program of school construction that the world has ever seen. They do, however, form a very real complication in the situation as a whole, and, under less favorable conditions, might prove to be a serious menace.

Much of the material basis on which any such political strength rests is naturally financial. The origin and nature of the financial support of universities, colleges, and schools have much to do with their independence from political influences and with their interest in, and relations to, one another. Since the training of teachers has an important connection with both schools and colleges it is also affected by this factor. While there are many different angles to the relationship between support of educational institutions and the curricula offered at them, we may say in general that uniformity in the source of financial support tends to produce community of educational aims.

There are four illustrations of increasing degrees of this process which may serve as examples. The first may be seen in a comparison between a large endowed university in the East and a preparatory school in the same community. In these two cases the financial support is largely derived from the same type of conservative and relatively provincial individual who, occupying that particular region, is interested in maintaining his status there as an outstanding citizen who watches the commercial development of that area with a decidedly bilious and fatherly eye. I can remember the almost childlike way in which the principals and teachers at my preparatory school in Boston

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used to follow the requirements for admission to Harvard College. It was not an exaggeration to say that these requirements formed to them the entire Bible of higher educational law and order. They were fitting their boys for Harvard College and the will of the college was their will. It was somewhat amusingly pathetic to see, at times, their degree of chagrin and disappointment if the college requirements under the omnipotent hand of its faculty changed without the knowledge of the school.

The second illustration is to be found in the aims and purposes of the public high schools and the State University of any given state. In this case the mere fact that both are dependent upon the citizenry for their financial support means that certain common aims enter both of their lives and tend to drive their interests together. The question of the relationship of the taxpayer to the privileges and opportunities of the institution is a fundamental common problem for both types of institutions. It is, I believe, a truth that in some of the less advanced states it is harder to make progress in selection of candidates under these circumstances than it would be if the public as a whole was not the source of financial support. The charts given by the United States Bureau of Education showing the typical organization of public high schools, of a state department of education and a well developed county school system bear a distinct family resemblance to the general organization of the State University. It is easy to see, therefore, that common problems tend to develop common aims in the case of these institutions.

A third and perhaps more striking case of interrelated aims is that of the elementary and high schools of our public school system. Here one commonly finds a single superintendent in control of educational units of elementary and of secondary grade. The aims of these two levels are so closely interwoven that the transition from

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elementary school to high school in our system of education is less of a break and is more natural than that occurring at any other level. Community of financial support has for the most part insured wise and sympathetic development between these two levels of our educational system. The elementary and high schools should not, however, be considered as being immune from a need of participation in any broad scheme of studying the interrelation of aims all along the line of the educational system as a whole.

A fourth and more striking example of community of aims and financial support is to be found in the Catholic school system. Here, partly because the financial support is essentially the same from the elementary school through the college, one finds a direct community of aims amounting to a distinctly higher discipline which runs from the parochial school, in its lowest grade, through the Catholic university. The situation is greatly simplified in a case of this type, for financial support and social aims have combined to produce a unification and standardization which is not approached in any phase of the public educational system of our country.

It will be clear that the problems of education in these matters of interrelationship and aims are, and will be, continuous and worthy of patient and steady study.

In the process of teacher training another disturbing factor, somewhat difficult to detect or to isolate, is the increasing and usually silent antagonism being produced between the sexes by the steadily growing number of women teachers. Occasionally some one like Professor Rogers of the Massachusetts Institute of Technology raises his voice in protest and is almost immediately submerged in a mass of irate ladies as was Bagheera by irate monkeys in the Cold Lairs before he reached the pool. Wise old principals and superintendents out of sympathy

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with the rising tide of women teachers whisper together, shake their heads and fail to produce a remedy. Canny and smooth officials near the top of the public school systems of states or great cities realize that women do not ask as many embarrassing political questions and do not demand as much pay as do men. They are glad, therefore, to have women in subordinate positions where they will "stay put" and make no serious trouble for their chief.

The fact that women have grasped their opportunity and intend to make the most of it is shown by many things. Among the most interesting evidence is their readiness to offer work of college grade in the various problems of child study which will certainly develop the leaders in the education of the very near future. D. F. Twitchell in a study on "The Attitude of Universities and Colleges Toward the Problems of Childhood" has shown that, of one hundred and fifty institutions studied, 88% of the women's colleges and 73% of the co-educational institutions offered courses on problems of childhood, while the figure for men's colleges was only 19%. The result of this will be that women will, by offering a more progressive course of study and better scientific training, continue to increase their interest in, and dominant hold on, education as a profession.

Rising from the recognized scarcity of material on which to base professional courses in education comes the growing realization of the lack of research underlying the practice of educational methods. Mr. Lowell was entirely right when he spoke of the almost complete absence of "definite knowledge of a scientific character" in that region. This has naturally led physicists, mathematicians, chemists and even biologists to look at "research" in education with more than a little skepticism and hostility. Since the faculty members of the scientific departments are apt to comprise a large part of the active members

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of the colleges of liberal arts, the production of a warm and genuine friendship between that unit and the college of education is not an easy task.

The last four or five years have seen an impressive growth of willingness on the part of educational units to admit frankly the lack of fundamental research, to study its cause and to organize their staff in such a way as to increase the contact with the basic sciences on which the problems of research in education are bound to rest.

One of the first facts that becomes evident to those studying the situation is that education is new as a profession. It has reached a professional status by a combination of existing units rather than by slow growth, as has medicine, for example. It, therefore, quite naturally lacks integration and correlation, clear objectives, and well-planned research. As evidence of this there are on record few if any published contributions to the analysis of the aims and purpose of the various "levels" of modern educational work.

During the World War it was my misfortune to be stationed as a commissioned officer with the Personnel Division of the Air Service at Washington. My particular work dealt with the examining boards to which the various candidates for commission as pilots presented themselves in the initial stages of their training. After they had been favorably passed by the examining board they then proceeded to ground schools, then, if successful, to flying schools, and finally after they had completed the whole course they were considered eligible for combat. At intervals, certain of us would present to our superior officers memoranda in which it was requested that a study be made of the aims and methods of the four steps in the training of pilots in order to insure consistency and economy of effort. In other words, we attempted to encourage a point of view which would determine whether

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the same criteria for success would apply in the examining board, the ground school, the flying school, and combat. We felt that unless there was a common underlying interest and aim in all four divisions, there was bound to be some waste energy and possibly actual antagonism between the branches. We were, however, never able to obtain the slightest sign of interest on the part of our superiors in this matter. As a result we know today just as much or as little about the way in which those four major divisions of activity are interrelated, or correlated, as we did before the war. Of course the situation at that time dealt with an emergency and there were many natural excuses for inefficiency and failure to consider the matter as a whole from a long-time point of view.

It is, however, interesting to note that almost exactly the same condition is to be found in our educational system today. We can find no properly equipped agency spending its time in studying intensively and extensively the aims and common interests of the various divisions and levels of our educational system. There are, however, two points in which the educational system differs rather widely from the case of aviation. Both of these points make neglect of the matter in the field of education all the less excusable. In the first place, the magnitude of the problem is vastly extended in education. Data published by the United States Bureau of Education states that there were some twenty-seven and a half million pupils enrolled in our various educational institutions in 1924. It is probable, of course, that at the present date this number has been considerably increased. The total number of teachers involved was in 1924 in excess of nine hundred thousand and the total annual expenditure almost two and a half million dollars. It is easy to see, therefore, that lack of clear aims, if it exists in a system of that size, will have vastly more important bearing upon our na-

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tional life than it would if it occurred in a smaller unit or group. The second way in which our educational system differs from the conditions described for aviation is that it has continued in this country in some form for over three centuries and should have developed in sufficient harmony with our national life to have insured its wise self-criticism. Such, however, has not been the case.

As a possible partial excuse I think that it can be easily shown that our rapid commercial development and our great growth in population, together with the diversity of racial elements which go to make up that population, have all of them acted as social emergencies which have not allowed a rational and well-ordered development of broad ideas and ideals underlying our educational system. That a critical situation exists, at the present time, is indicated by a study of the pamphlets and periodicals dealing with education, and of the announcements of the various institutions involved in promulgating educational opportunities throughout the country. A research bulletin of the National Educational Association, dated September 1926, called a "Hand Book of Major Educational Issues," consists of approximately seventy pages and deals with many matters, among others the following: "The Place and Importance of the Public School in Our Republic"; "The Essentials of a Modern School System"; "A Trained and Understanding Administrative and Supervisory Staff"; "A Living and Developing Curriculum Adapted to Social and Individual Needs"; "A School Term of Reasonable Length and High Regularity of Attendance"; "A Just and Effective Method of Providing School Support"; "An Effective Form of Organization"; etc. In none of these matters is there the slightest interest shown in obtaining evidence as to whether the various levels of education are interrelated or correlated in any way. A hundred or a thousand pamphlets could easily be

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found providing the same evidence. As before stated, there is real and immediate danger in the situation, for no other profession deals so directly with the building of a foundation on which the next generation must stand to face its problems.

Besides the black side of the shield there is, however, some real cause for encouragement. This is to be found in the unmistakable evidence of a widespread and steadily growing shift in emphasis away from organization, systems, methods, salaries, and selfish objectives to a recognition of the pupil and a study of his nature and problems as the most important and impelling duty of education.

There is more than a little truth in the old saying that the greatest study of mankind is man. Education has begun to see that its chance to place a foundation of research beneath the "professional" superstructure which it is now trying to hold together, is by wide and profound investigation of the physical, mental, and moral development of the human material to be educated. That material is the greatest variable in the whole situation and needs the most careful and extensive study and analysis. Little glimpses of the fascinating things that may be looked for are given by such studies as those of Fernald and of Sherborn.

The former, dealing with a group of male school children of junior high school age, but unable to get out of the first grade through inability to learn how to read and write, found two things: first, that the boys had sufficient general intelligence to indicate the presence of a specific rather than a general disturbing cause; and second, that the cause was, that they had to remember things by moving through them. When in impatience he took hold of the hand of one of the problem children and guided him through the motion of writing the word as one continuous process, he remembered it. The ordinary methods of

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visual memory had failed entirely to teach him anything, but a type of kinesthetic memory was ready to replace it when the proper stimulus was applied. In a few years many of them were leading classes of children their own age and were showing remarkable and exceptional ability in mathematics. It is also of interest that girls have not been recorded as presenting this particular type of problem.

Sherborn, studying the "day dreams" of a large group of junior high school students on the subject of their future marriage, homes, and children, found the boys unimaginative, unprepared, ill-at-ease, and immature; while the girls, in the vast majority of cases, had interesting, imaginative, mature answers with very definite statements of their wishes in the matter. A clear and important difference was thus recorded in the behavior of the sexes. This type of investigation will do much to help in wise development of educational methods.

Nor are such cases of fascinating research the exception. Reference has been made a few paragraphs above to the contents of a 1926 research bulletin of the National Education Association on "Major Educational Issues" of that date. They were shown to be specific and little concerned with pupils or a study of the human material. A March 1929 number of the same publication presents at once an interesting contrast and a measure of the change which has been experienced in the direction of human biology. It is entitled "The Principal and Progressive Movements in Education." The main topics are "Building Health," "The Mental Life of Children," "Individual Differences," "Character Education," "Preschool Education," and "Parent Education." Every one of them is a definite confession of an extensive and all-important shift in interest. They clearly rely on biology, medicine, hygiene, psychology, genetics, endocrinology,

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nutrition, and such fields for help in research. By doing so, the first and most important step in laying the foundation of education as a profession has been taken. This step is the recognition of fundamental sciences as the battleground on which the research problems of education must be fought. Naturally, this conclusion does not apply to problems in costs and organization of school systems. These are economic and sociological in nature and are to be worked out in conjunction with specialists in those fields just as are the human biology problems with research workers trained to attack them from that particular angle.

As a result of this development, the Child Study Association of America is the sort of organization that now assumes a most important position in connection with research work in education and human biology. The outline of its program is stimulating and interesting. Every one of its headings is of great value to education. Such topics as, "The Background of the Child," "Family Relations," "The Husband-Wife Relationship," "The Parent-Child Relationship," "The Brother-Sister Relationship," "The Heredity-Environment Relationship"; "The Nature of the Child from Birth to Seven Years," considered from the physiological, mental, emotional, social, and moral angles; "Activities of the Child and Constructive Suggestions for Handling Them," are included in a main section on "Infancy and Early Childhood." Other equally or more important sections with many subdivisions follow, on "Early Childhood," "Childhood" (6-12 years old), "Adolescence," "Sex Education," "The Biological Foundations of Childhood." The whole document shows a welcome and important recognition of the importance of knowing the human material which we are trying to educate.

In the same direction but on another level of educa-

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tional work comes the recent announcement of the establishment of an Institute of Human Relations as an important part of a great human welfare group of buildings and departments at Yale. As a comment on the Child Hygiene activities of that Institute, Gesell is quoted from his book on "Infancy and Human Growth." "The child is not a creature of circumstances. He is part and parcel of the great stream of life. He is biologically father of the man. And the infant is father of the child. Adulthood is not added to infancy; it inheres in infancy. Because of this inherent continuity of the life cycle, there is ample scope for progressive prediction in the consecutive study of infant behavior." It is safe to venture the statement that the Institute of Human Relations and other units of the human welfare group at Yale will abundantly and rapidly prove their value as research centers in the problems of development on which education as a profession must so very largely depend. There will be many institutions patterned after the general plan of the New Haven group as time goes on. It is an advanced and progressive experiment which has every prospect of brilliant success.

There are sure to be certain main rallying points at which one may, from time to time, measure the progress of research in human biology. One of these will be the continued investigations of the origin and nature of individual differences in human material. Education has, for years, been chiefly engaged in lumping its human material into classes and other arbitrary numerical groups. It will now set out in a different direction upon a longer but much more interesting program of studying the differences between individuals. It will recognize the truth of another of President Lowell's very pithy comments to the effect that "Politically men here are born free and equal, but intellectually they are born neither equal nor free." It will continue to make up sections of large classes on the

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basis of ability and will go on testing to make the measurement of ability, both general and specific, more exact and accurate. It will concern itself with obtaining information as to which of the differences between individuals are genetic and inborn and which are due to environmental factors. It will recognize the menace of the increasing cost of care of the subnormal individuals and will try to do what it can to limit their production. In these steps it will find very different facilities and attitudes of support or opposition in different classes and types of colleges and universities.

An example of what is meant may be derived from a brief study of the present attitude and practices of various types of colleges and universities in the teaching of human biology (such as genetics and eugenics). In a report recently compiled by a committee of the American Eugenics Society, are contrasted the record of sectarian vs. non-sectarian institutions, in respect to the teaching and research opportunities in eugenics and genetics within those institutions. The results are particularly interesting, for they represent a study of the basis from which much of the recent progress in human biology has been made. They provide also the field wherein most of the new, and therefore unsettling, facts concerning change in our social order and the scientific control of man's natural behavior are apt to be discovered. The percentage of non-sectarian universities or colleges offering some work in genetics or eugenics is 80.7, of all sectarian institutions 72.0, of Roman Catholic institutions alone 54.2. If, because of the fact that laboratory work brings the student himself in direct contact with the possibilities of research inherent in the material itself, the courses with laboratory work are alone considered, the percentages are as follows; non-sectarian institutions offer 16.4 of their courses with laboratory work, sectarian institutions as a whole 12.5, and

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Roman Catholic institutions alone 7.1. It will be seen, therefore, that the percentage in the last named is less than half as great as in those of the first group. A somewhat similar relationship is encountered when the percentage of courses devoted entirely to genetics or eugenics is considered. In non-sectarian institutions this is 53.7, in sectarian institutions as a whole 52.6, in Roman Catholic institutions 28.6. In contradistinction to the above, the courses in departments such as sociology, philosophy and the like, which touch incidentally on these various subjects, bear the opposite relationship. In these latter courses a general philosophical or discursive point of view is maintained. The findings of experimental scientists in these fields may be criticized in such "lecture" courses on the basis of the philosophy or theology of the individual teaching the course. This is, therefore, an important opportunity to mould the attitude of the student in respect to the various experimental sciences. Non-sectarian institutions offer 46.3 percent courses of this type, sectarian institutions 47.4, Roman Catholic institutions 71.4. It will then be seen that as the definiteness of social aim and value of a "fixed" point of view and orthodox approach to life increase, the opportunities for bringing the student in contact with new truths decrease.

This will naturally mean that contributions to the discovery of new truths in human biology by experimental methods will be forthcoming from that type of institution now most closely connected with liberal and non-sectarian rather than orthodox and sectarian belief. The importance of this fact can scarcely be overestimated. While education was discursive, philosophical, and non-scientific, less difference could be discerned in its importance in the two general types of institution than will immediately become evident as its research problems deal more directly with experimental scientific methods. If the

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scientific foundation for this condition is sound, there must be a reversal of attitude in the narrowly sectarian colleges and universities, or the gap between the mental attitude of their graduates and those of their non-sectarian contemporaries will steadily widen.

Civilization in blindness, maudlin sentiment, and high-sounding theological banalities has sowed the wind; it may some day in sorrow, suffering, and bitter controversy reap the whirlwind. Scientific truths have an uncomfortably vigorous way of insisting upon recognition. They have given us sufficient knowledge of the relation between physical and mental health and growth to show us the way to more. They have provided a possible way of determining what part of us is biological and to treat it on a different basis from that part which is spiritual. They have outlined programs by which we can make progress in analysis of the problems of human development. They have given education, the process of "leading forth" the personality, character, intellect of young or old, its first real glimpse of a firm and lasting foundation.

Education will always remember as the fork in the road of its development the shift in emphasis from an uninspired shuffling and dealing of its cards of opportunity in an unimaginative sort of solitaire for the benefit of its professional members, to a living game, full of unknown factors and based on intense interest in the student for his own sake. Unselfishness and human service have always stood the acid test as corner-stones of any lasting profession worthy of the name. They now are pouring into the program of teacher training in an overwhelming quantity and at a bewildering rate of speed. For once the mills of the gods seem to be grinding with far from their accustomed slowness. Those schools and colleges that will train and use their teachers as students and research workers in human biology will assume leadership and in-

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fluence in the unique development of education as a science. There are abundant signs that this development will result in more real progress in educational research during the next fifty years than we have seen in the five hundred that preceded them. Today, one may face life work as a teacher with certain promise of high adventure, lasting intellectual stimulus and as a new and inspiring opportunity for unique service to youth, to society, and to the cause of truth.

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WE have seen that education, as a profession, has suffered because of lack of underlying research, and that the most recent developments in the training of teachers include increasing emphasis on a study of the nature of the student. In this way it is hoped that a foundation of human biology may be laid for the new education. All through the progress of education from empirical pedagogy to the attainment of its status as a recognized profession, there has been an over-development of the organization and fraternal phases of a professional group. Privileges and rights have loomed larger than research and vision.

To a still more disproportionate degree, this is also true of three would-be "pseudo-professions" that make an amusing trio of strange bedfellows. They are of different ages and each has a distinct clientele. The first is the "profession" of home economics, the second that of divinity, and the third that of journalism.

Home economics was born of agricultural college parents under circumstances to be described fairly as an emergency. It was the result of a hurried effort to bolster agricultural education by providing some sort of undergraduate work for the girls from rural families. A curriculum for that purpose would, of course, have to give the appearance of being simple, economical, and home-

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like. It must, however, be hastened because of the fact that girls were flocking to liberal arts colleges. As a result the interest of farmers and their wives was beginning to waver and to shift away from the agricultural colleges. Since these institutions depend primarily upon the political support of the farm element for their sustenance and continued well-being, no delay could be risked.

There appeared, therefore, in the community of schools and colleges, the new department, school or college of home economics. It was erected with the speed of a beach bungalow, and with something of the same shifting and insecure foundation. It dealt with many practical problems such as diet, care of infants, preparation of foods, budgeting, clothes-making and design. The amount of theory was neither extensive nor complex; the amount of practice was great, and its quality rigorous. This appealed to practically-minded students and parents, and became popular. The curriculum spread like wildfire and arrived forthwith not only on the campuses of all agricultural land grant colleges, but also in many secondary schools.

At the same time it was necessary in the home economics work at the colleges, to fulfill at least the outward appearances of a unit of higher education in order to obtain the respect of the other divisions of the institution. This was where the trouble started. It was a recrudescence of the most undesirable and, unfortunately, very common type of academic hypocrisy—the attempt to appear to be something that you are not. If the departments of home economics had quietly withdrawn from the colleges and had retired to the secondary schools where they really belonged, and where they were being established in rapidly increasing numbers, all would have been well. They actually did almost the opposite. They began to count the number of PH.D. degrees among their faculties just as the schools of education and of business administration were

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doing. As they tried to enlist and to hold a larger number of those with the doctorate, they were driven to develop fields of research. This was necessary in order to satisfy the young and ambitious faculty member and to give her a chance for "growth." As indices of this growth, an enormous crop of "scientific" papers on the canning, baking, boiling, and drying of food; on the designing, cutting, fitting, and repairing of clothes; and on the planning, distributing, and accounting of household funds, sprouted and came to maturity. No more wasteful activity for a college could be devised. The whole situation was further crippled and handicapped by ill-defined or mixed aims and objectives. Efforts to sort these out into some semblance of order were made. In the annual meetings of the Land Grant College Association, stern, high-browed ladies of home economics departments would listen to programs of scientific and economic papers by their learned associates. They were taking themselves with ever-increasing seriousness and with ever-decreasing wisdom. The underlying difficulty was that the spirit of a professional organization had enthralled them and had warped their sense of proportion. To make matters worse, the Federal government passed a bill giving funds for research in just the sort of field which belonged to "home economics." It then became not only allowable but actually necessary to train people to conduct graduate courses and to carry on research in the various divisions of that field. This helped to form a vicious circle and to dress up the subject in the gaudy gown of academic professionalism.

This development has been most superfluous and unnecessary, for obvious and fundamental reasons. The fact that physiology, hygiene, and dietetics are being considered from the point of view of the home, does not change their basic nature. They remain founded on, and concerned with, research in those pure sciences. Of this fact we should not

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lose sight. Food, dietetics and nutrition are fields in which chemistry, physiology, and endocrinology are concerned. Research in these subjects should certainly be kept on a single plane. That plane should be the primary one of pure science and not the secondary level of more or less superficial investigation in methods and applied phases restricted to particular groups or social units such as the home.

If a revision of standards of the type suggested would actually injure or prevent progress in the field, there would be strength in advocating a continuation of the present type of organization. It seems, however, as if any change would be for the better. Since the situation is one which involves searching for new truths, little will be gained by continuing the present type of inflated and insincere over-organization. The best type of researcher in physiology, chemistry, economics, and the other fundamental natural or social sciences which underlie home economics, does not relish or wish to cooperate in maintaining the existing attitude in that field. They realize that the research work done will have to be reduced to terms of simpler and more direct problems before it can be expected to survive over any considerable period of time.

The present development of extensive programs of home economics will prove to be somewhat of a boomerang. It may serve to increase enrollments at the agricultural colleges for a number of years. Eventually, however, these institutions are likely to realize that the foundation of research on which the expansion has rested is insecure and unreliable. They will then be forced by the activity of, and progress in the pure sciences, to recast their whole plan of approach, and to treat home economics as though it provided material for a curriculum to be composed of courses given in and under the supervision of the departments of chemistry, physiology, and economics.

Perhaps divinity as a profession is even more amusing.

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It is handicapped by a number of basic factors. In the first place, its research phase is practically nil. No lack of appreciation for investigations in archaeology, history, and allied fields, is intended. These activities are rich in emotional and mystical values. They have appealed to man's imagination with an almost irresistible strength. They are a borderland of discovery and romance, but they yield only evidence and not proof of the conditions that surrounded man's earliest days. In this respect they are in much the same position as paleontology in relation to the evolution theory. Evidence of a most fascinating and important type can be gathered in favor of the theory of evolution by a study of the record of forms of life in successive geological strata. It is at best, however, evidence and not proof. The latter can only be obtained by direct experimentation and observation and cannot arise from increasing our information concerning past conditions and forms of life now gone. For this same reason, a divinity school has, in its very inception, a certain amount of unconscious humor. It can only rest its research upon a foundation of theology or upon broad phases of the history of religion or of schools of philosophy. In any case, it cannot claim an experimental or exact type of research to lie beneath its discoursiveness. Such facts as it may possess are centuries old and are therefore historical rather than experimental.

In laying the foundation of research upon which a profession can properly rest, there must always be a careful line of distinction drawn between direct observation (upon which all science must rest) and indirect information borne by documents and by historical objects. The two are of an entirely different order of value and should not be confused. No profession can be built upon the latter type of evidence, since the proof of the truths on which the profession is supposed to rest cannot be described or trans-

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ferred from one person to another. This does not mean that spiritual values which are the very breath and blood of any development in divinity are not true. It simply means that their truth rests on conviction through faith, and not on conviction through the intellect. Professions are children of man's intellect; faith is above, under and around all such man-made devices.

If a religious denomination believes that its clergy are inspired, no research is necessary to carry on the truth. For that matter, neither is a highly organized curriculum or school. One can hardly imagine a school of casting out devils into swine, of changing water to wine, or of calling disciples. Individual contacts without curricula or tuition fees would seem to be more reasonable forms of activity for the transfer of abilities of that type. Naturally and fortunately, however, most divinity schools do not hold such a naïve conception of their mission.

The great majority of them have become strangely modernized and have developed most amusingly materialistic organizations for their own convenience and efficient perpetuation. By doing so they have pleaded guilty to agreeing to abide by the ordinary academic rules of the game and to compete with all other types of schools for students and institutional privileges. This is at least sincere, but it is probably the last move that they will make before they admit their impending checkmate and defeat. In the meantime, without being accused of too much bitterness or meanness, it may be possible to derive a certain amount of amusement from their efforts.

These efforts are, of course, inspired by the rapid decrease in numbers of young men going into the ministry and by the weakening of the hold of denominational Christianity upon young people of college age. So disturbed are the elders of the church by this situation, that they are making tremendous attempts to remedy it.

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One might pick any one of a number of announcements or catalogues to bring out the "booster" technique with which divinity schools now seek new students. This attitude produces strange signs and works. One of these publications lists among its main topics in the preparation for the ministry the following: "Pastors should be Experts in Religion"; "Training in Public Speaking—a Factor in Effective Service"; "The Efficient Pastor will be an Expert in Church Administration"; "Observation of Successful Churches—a Part of the Student's Training." These are, if carefully considered, extraordinary statements. They are first and foremost a tribute to the material standards of the modern church. "Experts in Religion," "Church Administration," "Efficient Pastor," "Successful Churches," all suggest the honest question as to why all this work should not be done in a School of Business Administration. They are all based on a commercial aspect of "selling" the ministry.

If religion is spiritual, how can a man become expert in it, except by divine inspiration? The swarms of intellectually well-nourished but spiritually rachitic young priests and clergy bear tragic witness that one cannot. If a pastor goes out to seek for the hundredth lamb that has gone astray, must he report his activities and proceed in an "efficient" manner? If the Son of Man had no place to lay his head, must his modern followers be experts in "Church Administration" so that great and costly temples may be kept in good repair?

The fact is that "divinity" and "religion" are inspirational, spiritual terms at no time to be "professionalized." There were no priests among the disciples. They were plain, and not too learned, men, who were made strong by inspiration and not by high-powered organization methods, and given eloquence by the spirit rather than by courses in public speaking. Part of the trouble is that our

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pulpits today are full of uninspired men who are more concerned about how they are delivering the sermon than they are carried away by the overmastering power of what is moving them to speech. Progress in spiritual development has always come by departure from the established and organized procedure. Of the great inspired leaders of all time, Christ, perhaps more than any other, clearly condemned the development of expensive overhead and of highly efficient organization. One has difficulty in imagining His enthusiastic support of courses in public speaking and in church administration. It would, in fact, seem likely that in any search for disciples today, He would have to go outside of the clergy of most of the so-called Christian Churches as He had to leave the Jewish Synagogue to find his most loyal followers nineteen centuries ago.

There are only a few things in our highly materialized age for the spiritual integrity of which one should continue to fight. Most of our aims and activities have bowed the knee to Baal and have chained themselves hand and foot to elaborate organizations for the purpose of self-expression and self-perpetuation. The revelation of the divine, and the relation of man to God somehow should be kept free from such entanglements. At present, however, much of it is hopelessly mired and bogged in a morass of theological muck. For whatever part of it remains free, a fight is still worth while. The factors of the freedom of spiritual strength and the intangible and ungovernable force of progressive revelation are mighty allies of liberalism. In spite of mountainous cathedrals, expensive educational programs, involved boards of organization and apostolic exhortation, the number and quality of "professional" students in divinity are having a hard time keeping afloat. Not even a list of testimonials published at the end of the Divinity School Announcements can save

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the day. Not even enthusiastic confession therein by its former graduates of its lasting value can make inspiration come in place of conscious intellectual planning. One man flying the Atlantic produced more real spiritual inspiration for clergy and laity alike than, in my opinion, did all the divinity schools in that same year. Thus ordinary quantitative standards are tried and are found wanting.

Journalism has in its history some factors in common with home economics and a certain remote resemblance to the intangibles that make for indefiniteness and non-professional values in such fields as divinity or the fine arts. It is therefore a sort of hybrid in need of careful analysis before its true status can be determined. What is necessary in journalism? What elements must enter into the situation?

In the first place, there must be a real love for, and grasp of, the technique of English composition. The journalist should be able to write and to write well. He should also be able to criticize technically, from the point of view of rhetoric and composition, the written work of others. Creative work of that type comes perhaps closer to being an art than it does to being a profession. At all events, the rules of "clearness, force, and ease," and all those charming memories of the days of supervised composition should not be forgotten or neglected in a journalist's career. They should form a sort of nucleus for his growth and development.

Other factors, however, make "newspaper" writing different from the usual type of composition. The first of these is the fact that a certain very large and non-discriminative clientele is to be served. The journalist is writing for his public. He is, therefore, indulging in the great field of adult education. He is conducting a sort of correspondence course in current events and human affairs. He cannot be over-technical. If he is, his students

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(the readers) will cease to pay their tuition fee (the price of the daily paper) day by day. As an educator, the highest type journalist is bound by honor to consider and to respect certain very important facts. He must have a constructive and consistent "long time" policy to underlie and to shape his creative efforts. He must educate (lead forth) in an orderly and progressive manner, the ability and interest of his pupils (the readers). This is a responsibility of considerable magnitude and weight. Various degrees of intelligence can be reflected by the journalist. There is a wide range between the higher and lower levels of his calling in this respect. One fact, however, is of paramount importance in fixing a limit to the value of idealism in the situation. The papers have to be sold, and that introduces another very unprofessional factor—the "sales" value.

Signs of the importance of the "sales" factor are plentiful and distressing. One of them is the entirely unethical attitude of many headline writers whose "job" is to condense sensational and curiosity-arousing phrases into the restricted space allowed for the headline. These individuals, although bona fide and important members of the "profession" of journalism, are rarely the same person as the writer of the article to which they are supplying the headline. They skim it hastily and pick a spicy item by the featuring of which they hope to gain readers. This item may have been, and often is, of minor importance in the original article. It now becomes emphasized, and the means of introducing the reader to the article as a whole. Naturally, behavior of this type is neither interested in, nor in sympathy with, the spirit of truth. It carefully keeps within the limits of non-prosecutable subject matter, but places deliberately false emphasis for the sake of public interest. Journalists are almost universally susceptible to sensational material:—"scoops," "scareheads," "big sto-

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ries." All of these terms are clearly indicative of a factor which is not "professional."

Added to the factor of sensationalism there is the complication of advertising as a source of very great and often necessary revenue. On the scale at which it is now practiced, advertising may, in the hands of an unscrupulous journalist, become a real menace. The financial return from large advertisers is so great that few newspapers care to antagonize them. It is entirely conceivable that the larger advertisers might object seriously to the policy of a certain paper and so influence its approach to various problems. Journalists are loud in their denial of this influence but do not attempt to contradict the fact that the danger and temptation exist. They are probably correct in contending that open and obvious influence of advertisers in the policy of a paper is rare. The situation is much more smoothly political than that. The pressure and response are much more often subtle and private. Publicity and noise either by the advertiser in objection, or by the paper in agreement, are not desirable from the point of view of either major party. These facts, however, serve to increase rather than to diminish the menace in the situation.

We can now see that journalism is, in many ways, very far from being a profession. It is altogether too complex and too mixed in its motives. Truth does not form an essential force in its plans and activity. Certain simple tests can be given to determine further its adequacy or inadequacy as a professional field.

One of these is the question of accuracy. If journalists realized that their publications provided by far the most powerful agent for adult education now in existence, they would insist upon accuracy in information and in emphasis. In neither respect is their record worthy of particular commendation.

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Unless a would-be profession is above suspicion in respect to its attitude towards accuracy, it cannot expect enthusiastic support or look forward to any extensive growth. From very different motives but in a somewhat similar way, home economics, divinity, and journalism all rate low in their desire for, and ability to contribute to, fundamental accuracy.

Another test of fitness as a profession is whether or not journalism's approach towards its problems is intellectual or emotional. If it is the latter rather than the former, it is attached, and makes its appeal to, the lower rather than the higher level of the public mind.

It becomes, therefore, a means of perpetuating their adult infantilism which in turn is one of our outstanding national weaknesses. Emotional emphasis completely removes much of the possible efficiency and progress which might result from a rational appeal. Some papers have, of course, established a reputation for intelligence and integrity in this regard. They have steadily refused to subordinate the educational factor to the emotional. Many others, however, are well and rightly known for the opposite quality. Journalism cannot possibly present a valid claim to be recognized as a profession until it has devised means of measuring the existing difference in standards and of eliminating the weaker and less constructive type of journalist. It should also present some effective means of insuring the reward of those who encourage the increased appreciation of intellect.

One of the most important criteria by which the right of any group desiring a professional status can be judged, is the way in which the question of its classification arises. For example, law and medicine are established as professions not so much because the dignity and reputation of lawyers and doctors demand it, as because the achievement of the rank and file of men practicing law and medi-

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cine has led to spontaneous and continued public recognition. The moment that selfish motives enter the situation and become an important element in it, trouble begins. The activating motives of home economics, divinity, and journalism in making application for recognition as professions are primarily selfish and initiated by workers in those fields rather than by the general public.

It is a sad commentary on the strength of the pseudo-professions that they demand public recognition. It may be fairly argued that any branch of university work that brings up and pushes actively the question of its own academic advancement may be viewed with suspicion. Individuals employing such technique certainly may be so considered. One factor that journalism, divinity, and home economics possess in common is an abiding self-esteem and willingness to push their own cause to and beyond the limit.

They have without doubt earned the right to be considered as fields of study. A divinity student should, if he goes to college, be interested in sociology, history, science, art, economics, and, in fact, the whole range of human activities. In other words, he should rise above a professional attitude and attempt to be a student and servant of humanity. The student of home economics should realize that its applied phases are narrow and specialized. Its aims are to make good housewives and mothers. Its research phases, however, should deal not with its applied problems but with the broad principles of physiology, chemistry, and economics which underlie it. The journalist is almost as weighed down with responsibility to mankind as is the student of divinity. He is an educator of adults, a guide and counsellor, a public servant in a position of great potential strength. His chance for leadership is unequalled and his need of accuracy, honesty and ideals is second to none.

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In all these fields, investigation is quite proper in the applied phases of the work. A student of home economics has every right to study the relative value of dietary components, or the comparative strength of textiles; a student of journalism is entirely reasonable if he wishes to study the contrasted merits of different types of advertisements or the effect of a certain series of syndicated articles on circulation; a student of divinity can profitably study the papyri from second century Antioch in Pisidia, or the funeral customs of various early races of mankind. These things, however, are in the last analysis not research in the most direct and permanent sense of that term. They are comparable rather to the "historical and discursive" phases of the profession of education. They are obstructing and befogging our vision in a true evaluation of the three pseudo-professions under consideration. They did exactly the same thing in education, which limped along as a pseudo-profession until the great growth of information in human knowledge in the fields of biology and psychology which the last twenty years has witnessed, occurred. There is at present no saving light in sight for divinity, journalism, and home economics. It is unlikely that their materials and aims can be so simplified as to lend themselves to professional organization.

Our colleges and universities are so beset with problems of interest where the chance of constructive work seems good, that it is a pity that they persist in efforts to make professions grow where the soil of research is too thin and poor to support them.

It would be wiser and more economical to establish certain combinations of courses offered by the basic departments in which the student desiring training for work in home economics, divinity, or journalism might find the academic material desired.

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By such a process, a great deal of unnecessary overhead and imitation dignity could be done away with, and a real contribution to increased sincerity and simplicity in our colleges and universities might be made.

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POLITICS in the sense in which they will be treated in this discussion may be briefly described as the efforts of parties, groups, or individuals to control any or all of the activities of a college or university for the advancement of their own personal interest. Under this broad definition there may be included not only the case of the State University and College where the influence of party politics is often direct and brazen, but that of the privately owned institution where the local community can exert pressure on the policies of the college and the selfish private donor can embarrass its freedom in matters in which he is particularly interested. Little needs to be said at this point about sex-politics as played by women as a group against men, or about the various types of faculty politics that have conscientiously been developed over long periods of hard labor for the aggrandizement of selfish interests either of the department or of the individual faculty member. These general types of weakness exist, to some degree, in almost every college and university of the United States, and are considered in the discussion of co-education and of professional scholars respectively.

The interference of political parties or blocs in the affairs of institutions of higher education can be discerned most clearly from 1862 up to the present time. In 1862 Lincoln signed the Morrill Act which provided for the

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granting of certain areas of Federal lands to the various states for the purpose of establishing colleges of agriculture and the mechanic arts. These colleges have come to be now known as Land Grant Colleges. Their fate in the various states has been varied and interesting. In some states they still exist as separate State Colleges (e. g. Iowa, Michigan, Oregon); in others they have grown into a State University (Ohio State University); and in still others they exist in combination with, and as an indistinguishable component of, a State University (e. g. Wisconsin, Minnesota). In every case, however, they have from the outset recognized and utilized the political strength of agricultural interests. They have played cleverly on the sympathy of the farming element in the population, with every variation of technique known to any skilled group which has successfully learned how to capitalize on the isolation, naïveté, suspicion, and pride of the rural legislator or farmer.

In his review of the present status of agricultural education in the United States, Shepardson, who has just conducted a survey of this field for the General Education Board, states that "Massachusetts (Agricultural College) is the only Land Grant College devoted exclusively to agriculture and subjects related thereto." This is an indication of how far the others have departed from their humble origin.

He mentions the original object of the Morrill Act as "intended to promote Agricultural and Industrial Education," and places his finger on the vulnerable point of the whole situation when he shows that "only one in a hundred farmers the country over go to college; only a third even of these, go back to the farm after completing their undergraduate studies." It must be remembered that this is written after these colleges have been in existence some sixty-five years. The simple truth is that there is not suf-

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ficient demand for undergraduate work in agriculture alone to justify their continued existence.

In many ways there is a strong tinge of humor mixed up with the chicanery of the whole adventure. The story of the sweet young farm girl going to the great, wicked city has been dramatically enacted on a large and expensive scale.

The agricultural college was the shy and trusting maid. That she, from the outset, was painfully aware of her rôle is shown by the following quotation also derived from Shepardson: "It may be inferred from the rather testy self-consciousness of the men in the Land Grant Colleges as it appears in conference records and correspondence of the period (1862-87), that they were so everlastingly occupied in maintaining their self-respect that there was little time left to think about their task and to get ahead with it." Here we have the typical picture of the innocent bucolic lass fighting to retain her self-respect against the leers and blandishments of the wicked city folk. So intense was this feeling, fed as it was by such descriptive and uncomplimentary phrases as "Cow College" and "Hicks," that in the year of grace 1925 considerable pleasure of a not altogether obscure type accrued to members of a Land Grant College faculty and student body when its undergraduate representatives won, by a considerable margin, an inter-collegiate competition in literature and in poetry against their associates in two neighboring liberal arts colleges whose origins were not only free from taints of the farm, but had actually a theological basis.

At first the agricultural college valiantly labored, like the proverbial country girl, to be true to its initial purpose. It offered a simple curriculum in undergraduate work. It was handicapped, however, by certain factors out of its control. In the first place one cannot learn so well how to breed sheep, hogs, poultry, or other live stock

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on the campus as under actual apprenticeship on the farm. The very same white leghorns that made a splendid record in the college henhouse would be unpleasantly non-productive on the farm of the recent graduate. Farmers like practical results. They didn't get them. Hard on the heels of that fact, urbanization all over the country grew at a staggering pace. Money was to be earned more rapidly, recreation was more varied and convenient in the cities. The young native population began, on an unprecedented scale, an exodus from the farms. It left behind the older native rural population to carry on the farms as best they might, to raise the food of the nation, and last but not least, to vote.

The war further stimulated a growing belief in the value of college, in preparation for a business or professional career, by providing conclusive evidence that college graduates earned more promotions and at a more rapid rate than did non-college men. This was just the sort of practical test that farmers like. They joined parents of other types in secretly desiring a liberal college education for their children.

Swamped by the growth of this demand and worried by decreasing interest in agricultural college work and Land Grant Colleges did two things—both shrewd and wise from the point of view of self-preservation. They multiplied the number of subjects and courses in agriculture to give the outward appearance of prosperity and to keep up with the modern tendency to specialize observable in all other college courses. They also began quietly at first and then with increasing boldness to develop liberal arts departments, divisions or colleges to compete with other units of that type already in existence.

It should be emphasized that they were no greater sinners in respect to multiplying their courses than were any other colleges. Certain of their courses, however, suggest

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amusing and unique complications. Every well organized college of agriculture has, for example, one or more courses of instruction in "cheesemaking." The grades given to students in the course are the same as in other college work; A, excellent; B, good; C, satisfactory; D, passable; E, failure; and F, complete failure. Sometimes, when sleep has refused to come, I have wondered about the grade of "F" in such a course. Did it mean that the student failed entirely to complete a cheese? Did it indicate that he produced a substance resembling cheese but not identifiable as such? Or did it mean that he produced a cheese which under some standard test (perhaps blind-fold) was pronounced a complete failure? The last named situation is full of horrible possibilities leading perhaps to still further decimation or crippling of the rural population, should such a person be carelessly allowed to get back on a farm supporting dairy cattle.

While busily engaged in developing, under well camouflaged plans, units in the liberal arts, the Land Grant Colleges were always very careful to keep fresh the contacts with the rural members of the state legislature, the state grange, the rural press and all other powerful political agents of that general type. They did this more or less under the surface until the desire on the part of farmers to send their children to a liberal arts college in order that they might receive "all the advantages" which were given to the children of city folk, became outspoken and widespread. It finally assumed the nature of a general demand.

They then stepped to the center of the stage, bowed politely, and in a stentorian voice announced to the rural audience, that had begun to disperse: "Ladies and gentlemen; why leave *this* show to go to another? We have developed as varied and cultural a program as has any other institution. Did you say fine arts? music? Anglo-Saxon? French history? Spanish literature? We have them all.

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What is more—ah, much more—we can offer them to your children in surroundings still pleasantly agrarian—still within reasonable distance of the cow barn or the newly ploughed land. Your sons and daughters will be safe with us. Do not, we beg of you, desert this simple, gaunt, rough, noble institution (so like you, yourselves). Do not send your children to the rich, wicked city institution where they will be outcasts and spurned in their contact with the sons and daughters of the evil rich. Stand fast by this institution—first, last and always the farmer's friend. Take your seats again, slowly, do not crowd, there will always be room for you."

This technique has worked admirably. The financial support from rural regions has not suffered and the farmer seems reasonably happy about it all. He fails, of course, to realize how much unnecessary expense it means in states where separate State Universities and State Colleges exist side by side—as it were. Local pride and a steadily increasing body of alumni from each institution serve to keep them both alive and allow absolutely unnecessary duplication of work on a very large and costly scale.

Unconscious of the facts as the farmer may be, the educational menace of the situation, the active contact between the Land Grant Colleges and the Federal Government's agricultural interests, the political dynamite involved, are all recognized by every State University president and governing board.

An example of one of the consequences of this fear may be cited. At the 1928 meeting of the National Association of State Universities, a resolution was passed which aimed at preventing further Federal financial support for agricultural or other education and research to be broadcast to the states in an indiscriminating and political way as have been all previous disbursements of this sort. It was urged that those localities and individuals, best fitted by

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their merit to receive such aid, be the beneficiaries rather than distributing aid according to any routine geographic procedure. This resolution was warmly opposed by those who knew that they would benefit by the general broadcast, while they held a doubtful place in any scheme based on merit. As a president of one such institution frankly told me, "If there is going to be a melon cut I want a slice for my institution."

There have been several national laws already enacted along these political lines. Those dealing with agricultural experiment stations have certainly helped greatly in establishing some research where none existed before. In all probability, however, the results would have been even better had a similar amount of money been expended in the support of research in sciences underlying agriculture at, or in coöperation with, institutions already existing whenever they were available. The money now being spent for home economics and for agricultural economics is distributed in the same way—namely, by political units. It would seem to be entirely reasonable to question the method of distribution adopted under the most recent bit of Federal legislation as indicative of no better criterion of selection of research units than were its antecedents.

Two papers bearing on the general situation were given at the 1928 meeting of the National Association of State Universities. One, by President Denny of the University of Alabama, characterized the establishment and independent growth and support of separate Land Grant Colleges in approximately one-half the states as a "threatened emasculation" of the State University in those areas. The other, by President Pearson, now head of the University of Maryland and formerly of the Iowa State College (Agriculture and Mechanic Arts) at Ames, Iowa, as well as President of the Land Grant College Association, took directly the opposite stand. He cleverly mixed and

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treated as synonymous the issues of "higher standards" and enlarged spheres of activity in the Land Grant Colleges. He urged that "other states would do well to follow" the example of a state (Ohio) in which there is a "State University" in one city and "a Land Grant institution in another city also dignified by the term 'University.'" His paper is the most aggressive and assertive document advanced by an exponent of the development of the separate Land Grant College as a second State University that I have yet seen.

It is frankly a show of strength, a challenge based in all probability on the belief that the farm bloc in state and Federal legislative bodies will definitely accept the Land Grant College as its particular institution and will insist upon its receiving public recognition and financial support equal to that given the already established State University.

Personally, however, I doubt very much whether the present economic situation will support, or the psychological setting allow, such developments to take place. It seems quite as likely that financial support for State Universities and Colleges will not increase as rapidly in the next ten years as it has in the last, and that consolidation rather than separation will be the tendency. Certainly such action might conceivably result in the saving of an appreciable amount of the taxpayers' state tax now expended for the support of the separate units, largely in competition with one another.

The whole situation is further complicated by the fact that there is no good or evident reason why governors, administrative boards, and directors of the state budget should, under the present system of selection, possess the training or knowledge necessary to make them even moderately wise advisers of the financial or educational policy to the State University. The unfortunate truth,

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however, is that they are in many cases acting as though they believed themselves peculiarly fitted for just that function. Realizing, moreover, that support of the university comes largely from state funds, and that these in turn are derived by taxation mainly from the voters, governors and all other public officials desiring re-election or political promotion based on a satisfied electorate, are to-day still wailing the Calvinistic dirge of economy. As a result of this, they do not hesitate to interfere in educational matters whenever and however they think best from the point of view of their own political future.

To those of us who are inclined to take education and its responsibilities as matters involving an almost sacred trust, there is a real and never to be forgotten shock in hearing a chief executive of a sovereign state of a supposedly great country repeatedly make statements in the presence of witnesses as to what he would do for the university and then flatly break his word by his later action. If, after investigation, it appears to be chronic rather than accidental, the conclusion naturally forces itself upon one, that governors and their political jackals or other dependents are not worthy of being allowed a place in either the councils or the support of the program of a State University. This, of course, is too wide and cruel a generalization. Wise and enlightened governors have been known to help their State Universities. One of them by establishing a severance tax for educational purposes on all natural products mined or otherwise taken from the soil, gave to Louisiana one of the loveliest and most modern of the State Universities of its size; others gave New Hampshire and Maine fixed financial support that will do much to take the universities of those states out of politics.

In spite of this, however, the sinister figures of those politicians who either have not the mentality to grasp even the barest needs of higher education, or who lack the in-

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herent decency to subordinate politics and self-interest where the welfare of youth is concerned, still loom large. They overawe and therefore have no respect for boards of trustees, who being perhaps of the same political party or in fact being dependent upon the governor for reappointment, do not care to cross him in any matter. In such cases lack of courage amounts to condoning and backing the selfish and outrageous methods which the "chief executive" may himself be employing.

Because of the danger to education arising from such a situation some states feel a degree of satisfaction when they elect trustees instead of having them appointed by the governor. This may, however, be a false sense of security. In "one-party" states, for example, where the old form of state convention still nominates the candidates for election, the governor or party boss, still in effect, appoints the trustees. In a state in which nine out of ten elections have gone to the nominees of the same major party, nomination by that party is essentially equivalent to an election. The actual popular vote is merely a matter of form and is so recognized by the existing members of the board of trustees. When, in these cases, the governor controls the party organization, one will find the candidates for nomination to the board of trustees visiting him and frankly and quite properly feeling that his support in the state convention is as good as an election. This situation should, I believe, be frankly recognized and openly attacked by the alumni of the State University. It might, by some, be objected that this action on their part would be "playing politics." To this it may be replied that a frank attempt to disinfect a civic or educational sore is not "political" but quite the contrary. It has indeed all those elements of direct and fearless use of the truth which politicians not only dislike cordially but do not understand. The alumni in such states should, therefore, form a non-partisan group, and should

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present to the state convention of each party for nomination a list of six or eight candidates from that party, any one of whom would be suitable for membership on the board of trustees. To do this would require nothing but the intelligent and fearless use of organizations now existing in almost all states, with continued courage to follow the matter through to a conclusion. Once this method became established it would drive any objecting governor who opposed the alumni nominations into open admission of his bossism and political interference in education.

The State University should be left free of entanglements to act as the mind of the state. As such it should concern itself extensively with the unsettled problems and research activities which, wisely handled, can form the backbone of much of the economy in state expenditures. Research on taxation is one of the fields in which clashes between the university and other commissions or agents of a more political nature is most commonly found. Wisconsin has successfully handed over to its university the problem of investigating the whole question of taxation which in that state, as in almost every other, is one of the most vexatious and critical matters affecting the people. The results have apparently amply justified the action taken.

In another mid-western state, however, the solution of the problem did not proceed in that way. The taxation situation was acute, inflamed, and under discussion, perhaps even more than it had been in Wisconsin. Members of the legislature were cheerfully and spontaneously suggesting taxes on tobacco, cosmetics, luxuries, amusements, gasoline and malt and hops, without possessing anything resembling exact scientific knowledge about any of them as a reliable source of income. The governor was loudly advocating a type of income tax believed by many experts and by a majority of even his own legislature to

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be impractical and undesirable. The "goats" in the whole situation were, as usual, the people who were to pay the tax.

The State University offered to appoint a group of experts in economics, forestry, geography, statistics, business administration, finance, schools, and other fields influenced by, or able to contribute to, the analysis of the tax problem. It was carefully and repeatedly pointed out that this group would be a "fact finding" and not a "policy recommending" body. Its first activity was to have been the tabulation of existing tax legislation in the state, a bit of obvious research apparently not thought of by the political agitators of various new legislative measures. Some of the faculty, realizing that a university group was bound to irritate those gentlemen engaged in creating and keeping taxation as a purely political issue, were afraid of trouble, and urged abandonment of the whole project. Other less timid faculty members said that as a matter of service and leadership within the state it was the duty of the university to investigate a problem, obviously within the purview of its curriculum, and for the study of which it had many well-trained men. This latter group also felt that students could not be trained as leaders and as fearless public servants unless the institution itself set an example of those qualities by its own actions when the need was so obvious and immediate. The governor was naturally cool to the plan. It would bring sorely needed facts before the people and thus would delay the adoption of any "new" form of taxation until all types had been carefully considered; it would replace politics by thought, a process difficult or unwelcome to those who specialize in the former. The governor was due for re-election. He was also in control of most of the petty party politics of the state. The governing board of the institution, afraid of antagonizing him and of the political consequences of pro-

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ceeding with the survey, reversed its action establishing such a faculty commission, and withdrew from the field, choosing to play it safe. This example is cited at length to show one case of the actual working of political influence on a matter involving a legitimate research activity of the State University and an obvious need as a matter of service to the people of the state.

The same sort of situation will be likely to arise in any locality until the State University is given full charge of all research work in conservation, forestry, road construction, and other engineering activities; crime, prison, and other sociological and economic problems of the state, as well as in the fields of law and medicine where it admittedly is already in authority. In cases like the above where the institution lacks courage to make known and to follow up its claims, progress will be haphazard and slow. Whenever and wherever it has fearlessly set an example of leadership the progress has been sensational and effective.

The handing out of political plums of any sort can be made more simple and effective by centralizing all possible financial authority in an administrative board or director of the budget. Such smaller groups or individuals can be kept in control by the governor or state political boss more easily than can the legislature as a whole. Once in a position of authority, such financial agents feel their importance keenly. In several cases they have actually tried to interfere with the funds of State Universities in ways that have been declared unconstitutional by the attorney general or courts. Minnesota recently went through such an experience, and other states seem destined to encounter somewhat similar situations if the present tendency to delegate more and more informal authority to these agents continues. Even where constitutional independence from control of the state executive was long ago granted to the State College or University, those institutions have had in

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some cases to meet and to overcome deliberate efforts on the part of governors or their representatives to interfere with the availability of funds actually appropriated for specific purposes by legislative action. This is in some cases the direct and natural result of a long-established statewide reputation for timidity and inertia on the part of the governing board of the institution in question. In others it is the child of a weak or an unscrupulous and conceited "chief executive" interest in dictatorial control of all of its financial resources. In any event it is a shameful condition likely to drag the educational institution always deeper into the muck of political intrigue. As such, its existence deserves nothing but condemnation by the American people in whose hands its continuation or its elimination ultimately rests.

Troubles of a political nature, although more prevalent in State Universities and Colleges are not, however, confined to institutions of that type. Endowed educational units also have their political problems and vicissitudes. The local community is almost certain to be the progenitor of many of these. "Town and Gown" is a phrase used to denote the existence of conflicting or distinct points of view as representative of the civic and academic interests. It covers everything from the age-old feuds between students and city police to the more learned and involved gyrations by the major parties to impose or to avoid local taxation. Even the most staid, sober, and sedate of our universities cannot, without due concern, afford to ignore or to fail to conciliate the local city government and tradespeople.

The opposition and unfriendliness of local communities towards the universities which they harbor may show itself in a number of ways. It may be seen in efforts to overcharge the institution for land needed for development, in ugliness and threats from local merchants when a co-operative store or similar device for saving money for the

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students is planned, and in a whole series of uncouth reactions on the part of boarding-house operators when expansion of a dormitory system is contemplated. In each case it boils down to greed and selfishness on the part of private individuals or corporations as the motivating agents. Forgetting that the very origin or existence of the community "on the map" may be due to the continued presence there of the college, such people may reach degrees of bitterness and agitation sufficient to worry or to overawe those directing the destiny of the institution.

That this is far from an imaginary situation is shown by the fact that recently in at least two mid-western cities the opposition of owners or lessees of private rooming houses actually reached a point of public interference in the proposed erection of dormitories for students. Fortunate are those long established institutions which, like the older New England colleges, have once and for all settled that particular issue. I have never met a college president or a dean of students who was not enthusiastically in favor of dormitories under institutional ownership. They are, socially, of the same obvious value as are courses in English in the college curriculum.

The reasons for the existence of the opposing faction are not hard to find. The proprietors of rooming houses have invested money in property, the value of which has been inflated by that delightful modern version of the real estate agent known as a "realtor" to such a point that the banks which hold mortgages on much of the property are also worried when they contemplate the competition of dormitories that will provide the students with more hygienic and happy lodgings at infinitely lower rates than they have been able to obtain from private profiteers.

The fraternities, of course, realize instantly that so many students will prefer the democratic and inexpensive life at the dormitories to the extravagant and more nar-

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rowing quarters in the chapter house, that they too are disturbed and fearful that freshmen may become too wise to join their social group.

In all these cases the self-interest of the parties concerned is so great as to be impossible of concealment. In certain instances greed may be present to such an acute degree that an injunction to prevent dormitory construction may be asked, or petitions to the governor may be circulated. The despicable quality of the objecting group shows itself perhaps in its most obvious form in the latter case. It represents, of course, a deliberate effort to involve the institution in politics of the most sinister type and by this sort of pressure to influence its educational policy.

The most persistent level at which subtle political factors may influence governing boards of colleges is that of individual donors. In some cases the great ego of a donor may show itself in his efforts to shape or to continue the detailed control of what might have been otherwise considered as a "gift." Such individuals really wish to present the institution with some educational building or program built in their own image. It is actually a "loan" of a part of themselves disguised in the form of a pet hobby or interest.

In the good old days one New England college accepted a "gift" of money to which was attached the rollicking label that it should be used for a lectureship on "The Damnable Heresy of the Roman Catholic Church." This objective has now been softened and changed after the passage of more than a century to a lecture on "Revealed Religion." That college no longer accepts "gifts" with "strings" attached. It has learned its lesson by experience. Gifts for general purposes only, without the imprint of the personal whims of the donor, are now welcome.

Perhaps one of the finest gifts freely and magnificently offered is that by Harkness, of Yale, to Harvard College

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for a system of residential units to be known as houses. No semblance of formality, no complex and conditioned deed of gift were involved. It was a straightforward expression of belief in an idea and of confidence in the integrity and wisdom of the institution charged with executing it. Such an experience is a source of happiness and congratulation to all concerned. It might well serve as an example to be followed by all prospective donors.

In contrast to this case, a gift—no matter how much monetary value it expresses—conditional upon the acceptance of certain detailed procedures such as the exclusion of professors of a certain specified faculty from ever having offices within a proposed building, or its use *in perpetuo* by certain undergraduate classes, is, in my opinion, an insult both to the donor and to the institution involved.

Gifts with strings sometimes lead to amusing rather than serious consequences. *Objets d'art* accepted blindly with a guarantee of adequate exhibition may result merely in perpetuation of the poor taste of the donor. No one need gaze upon them unless he so desires, and some almost deserted building bears them until fire or earthquake intervenes. Hideous and abortive buildings, of course, are not themselves included in the "avoidable" category—everyone suffers from them if they once are built. They are, in some ways, like wedding presents. It would be cause for a national holiday if any individual ever received only gifts that were welcome, attractive, and greatly desired. Similarly, the college without its architectural atrocity would be unique. No case of either has as yet, I believe, been reported. One can, of course, pass off such minor material misfortunes, but one should never tolerate interference, meddling or conditioning of the educational uses of a gift. Nowhere, more than in colleges, does there

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exist better evidence of the truth that it is wiser and nobler to remain poor but free, than to acquire wealth at the cost of liberty and the right to call your soul your own.

The degree to which governing bodies of some institutions can stand punishment for the sake of increased wealth is amazing. They can even encourage further inroads in matters of academic freedom and educational procedure by donors who have actually for years been interfering personally in the appointment of personnel, and in the detailed administration of educational units in the government of which they have legally no right, and intellectually, no qualifications.

They can accept, as submitted, the plans of a building at the very moment that one of their own educational staff is studying its plans, at their request, to suggest possible modifications. They can remove, by vote, from all contact with a prospective donor the members of their faculties and executive staff, taking the matter into the hands of a committee of their own members. No material gift can ever, in my opinion, quite justify such procedure.

On the other hand, such things have gone on in many places for years. No sufficiently serious punishment has come to those who practice these methods, to make them desist. They will, therefore, probably continue to use them for years to come. One may, perhaps, hope that after the death of a donor legal aid may help disentangle the "strings." It has been known to happen.

In the meanwhile, however, it will do no harm to recognize and to condemn the existence of political forces cleverly and menacingly active on the levels of the state, the local community and the individual donor.

The constructive remedy is clear but to some abrupt and irritating. It consists in the adoption of a simple creed: Allow no selfish interests of state executives or politi-

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cians, local profiteers or tradespeople, or of donors, no matter how large their prospective gift, to interfere directly or indirectly with any program honestly devised for the physical, mental or moral advancement of the students.

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IN and about our colleges unmistakable signs are everywhere to be found that agents other than the students, faculty, or university executives have filched much of the athletic program and have shaped it to meet other needs than those of the development of the students themselves.

The general public (whether alumni or not) and the press are the pirates who have violated the academic calm of the campus, and have removed from educational control, the whole question of inter-collegiate athletics. This fact becomes increasingly evident as the type of inter-collegiate contest becomes more spectacular and sensational. Piracy is a good old custom not to be condemned without trial. It has some desirable as well as objectional qualities. It usually occurs in situations where those who should have been engaged in guarding something worth while, have been otherwise occupied. This criticism, it seems, would fairly apply to the case of inter-collegiate athletics. College and university authorities have been ready to condemn and to restrict, to limit and to curtail, without having given the problem the careful study and analysis which it obviously deserves. Most of their efforts have centered on inter-collegiate football. This game has all the elements of danger, mass action, spectacular individual performance, uncertainty, and speed which

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warm the heart and produce the spontaneous roars of the spectator. These same qualities appeal to the imagination and descriptive powers of the sports writer.

College students, faculties, and executives are dissatisfied with the situation. Their attitudes are varied because each institution has its own local problems and complications. There has been much pulling and hauling at cross purposes. Few efforts have been made to reconcile conflicting points of view and to offer any suggestions that are not primarily restrictive and surgical in their application.

Those university executives who honestly believe in the value of physical training for all students and who, at the same time, enjoy the various forms of inter-collegiate competitive sport, find themselves in a difficult position today. They have observed the value of regular exercise in the daily life of the student and the very clear relationship between habits formed by him in college and his enjoyment of health due to out-of-door exercise as an alumnus. They are aware of the evidence that supports the age-old belief in a sound mind in a healthy body. In this feeling they are supported by the mature judgment of their faculty members.

An excellent statement of the case is contained in a report of a faculty committee of one of our large mid-western universities. It represents an enlightened and rational point of view. It strengthens all of us in the belief that the physical development of students is well worth while. . . . "Bodily development has significance and value primarily as it is associated with corresponding growth of mind and character. In so far as physical health and strength, and accompanying habits of physical exercise and exertion make possible a fuller realization of other capacities—be they mental, moral, or spiritual—the development of a sound and disciplined body becomes an integral part of any comprehensive educational program."

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Not only the students but the faculty are included in this statement. The number of members of the faculty who realize this fact, and act on it, is steadily and rapidly growing.

The value of exercise having been admitted, one may properly consider in more detail the influence of inter-collegiate football as it is now being played. Such an analysis needs to be made if we are to form a fair judgment concerning its relation to education. The effects of the game upon the players naturally vary. The sport requires many valuable qualities such as courage, speed, stamina, skill, team play, and discipline. It can be enjoyed or hated by those who play it. This, it may be assumed, is also true of most other games. It certainly is not confined to football, although the element of violent physical contact absent in rowing, golf, tennis, or track athletics may increase its distasteful quality to many participants. The fact that pressure from the coach, student body, alumni, and others, keeps certain men playing football as an unwelcome duty, is clear. On the other hand, it is probable that under circumstances of training which can easily be realized, the vast majority of those who play inter-collegiate football enjoy the game intensely.

A committee of the American Association of University Professors—an organization none too friendly to inter-collegiate football—lists as advantages to those who play: “discipline,” the lesson that “adequate performance of a difficult task demands long and exacting preparation,” “training in coöperation,” “coördination,” and relationship with a coach whose “personal influence” may make for “cleanness in living and speech, for complete devotion to the immediate cause, for absolute honesty, and for high standards of sportsmanship.” These are qualities inherent in the game itself—qualities without which the college would be a poorer and less vital place in which to train

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youth. To a less important degree, the student body as a whole absorbs the desirable effects of the game and profits accordingly.

The game itself has in it much of good and little of harm. There are, however, many highly undesirable features which have become apparently necessary concomitants of inter-collegiate football as it is directed and played today. It is on the possible correction or elimination of these that the interest of educators is focused. Certain of these weaknesses must be briefly discussed in order to understand their seriousness and the need of action to correct them. Following such a discussion we shall be in a better position to consider constructive suggestions for their control or elimination.

That student interest is more obviously detracted from academic work during the football season is the experience of most members of college faculties. This may apply to the players themselves, but if it does, it is usually less serious than it is in the case of the more enthusiastic and less controlled "backers" of the team. The reason for this is that, on the whole, coaches and managers attempt to maintain habits of study and attention to classroom work on the part of the players, so that these gentlemen may remain in good academic standing and thus be eligible for competition.

Some universities are frankly lenient towards the academic performance of football players during the football seasons. I once picked up two students who were "hitch hiking" to a football game. They were seniors at an institution nationally known for its football prowess, perhaps, more than for any other achievement. They blandly and cheerfully replied to my queries concerning eligibility rules in their Alma Mater by the statement that the faculty gave no written work of any sort to members of the football squad until the close of the football season.

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The problem of lack of attention to academic work during the football season is not very serious in the high-grade graduate and professional schools. The reasons for this fact may be many, but one of them, and perhaps the most important, is that the amount of academic work required by these educational units is so great that the student cannot expect to pass the course if he takes "time off" during any part of its duration. The correction of this particular evil of football lies, therefore, in the hands of the people giving the courses. If they would give the student sufficient work to occupy steadily and regularly his spare time, much of the waste effort would be more profitably utilized. If the volume of work throughout the whole of the week were kept at more of a "capacity" level, the amount of time which the students spent at bridge, movies, "bull" sessions, and other anti-curricular activities would also decrease.

Perhaps the most acute interruption of college work and resulting loss of academic interest occurs whenever an important game is being played away from home. Beginning on Thursday great caravans of students leave the campus by car or by train. They return on Sunday or Monday and have regained something resembling a normal degree of mental activity by Tuesday or Wednesday. The disadvantages of this procedure are so many and so obvious that it was the unanimous opinion of a large meeting of representatives (presidents, trustees, faculty, coaches, athletic directors, and alumni) of the "Big Ten" Conference colleges, held not more than three years ago, that it should be discouraged.

Offering free opportunity to hear the game broadcast or telegraphed play by play will serve as a partial substitute for travel. So also will the scheduling of an interesting athletic contest on the "home" campus at the same time that a game is being played elsewhere. This question will

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again be taken up when suggested steps for improving the whole situation are considered.

Students are not the only members of the university community whose sense of values is upset by football. Jealousy of the attention and salary paid the head football coach is a potent factor in breaking the morale of the faculty and in producing opposition on the part of its members to inter-collegiate athletics. Following a statement to that effect, I received visits from various older members of a faculty outraged and insulted at the suggestion that they could be jealous of a mere football coach. An interesting recognition of the truth of the assertion is, however, contained in a report of that ultra-professional group, the American Association of University Professors, on Inter-collegiate Football. It says ". . . faculty morale is seriously impaired by the present football situation. . . . The chief disadvantage is the discouragement resulting from knowledge of the distortion of values. . . . A specific source of discontent in some cases is the employment of non-faculty coaches at salaries higher in proportion to the period of service, and sometimes absolutely, than professional salaries. It is not only the sharpening of the sense of underpayment that stirs discontent in such cases; it is also the fact that the institution itself appears thus to set the seal of its assent on the predominant importance of football." "Disappointment" at a sense of values which sets another above you, and "discontent" at the size of his salary as compared with one's own are, it would appear, first-class roads to jealousy. In fact, it might seem that they were a more diplomatic and less abrupt description of that process itself in actual operation.

Over-emphasis of the individual star is another result of too much regard for victory and for publicity. Picturesque phrases having almost a legendary importance are coined or broadcast by the Press: "The Four Horsemen,"

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"The Galloping Ghost," "The Golden Tornado," and a hundred others. Stars and coaches "make" one another and are so mutually inter-dependent that they will each fight for the preservation of the other. Hero worship of the "star" is desperately bad for the boy himself and for the rest of the student body as well. It produces and nourishes a false sense of values leading to conceit, selfishness, and material standards in place of team play and loyalty to the institution.

The financial problem resulting from inter-collegiate football is one of the most serious consequences of the public popularity of the game. The colleges admit and utilize its earning power. That particular source of revenue is usually sufficient to cover the whole annual budget of inter-collegiate athletics and to carry on a fairly satisfactory building program of indoor fields, field houses, gymnasias, locker buildings, and baseball cages. The suggestion made by Tunis and others that we frankly accept and wisely use the earning power of athletics would seem to be entirely apropos.

One of the keenest and ablest of the sports writers employed by a great mid-western *Daily* sums up this phase of the subject by stating of football: "The game has entered the realm of big business. Since it *is* big business, it demands business methods. When universities spend more than a million dollars for football plants . . . they play with big money. . . . These stadiums must be paid for, and the way to pay for them is to produce winning football elevens. That fact is generally and thoroughly established."

It has been a source of quiet amusement to note a peculiar paradox in the behavior of those who preach curtailment of the number and importance of inter-collegiate contests bemoan the commercial aspects of those occasions, and then quietly, but with some degree of steadiness,

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raise the price of the tickets to the games. Ears that are too sensitive to enjoy the swelling roars of increased attendance are strangely able to withstand the clink of more dollars. Ears are remarkable organs—their fatigue is so capricious.

The danger of unwise use of funds so earned would be lessened if boards or committees in control of athletics were not allowed to handle or to invest the money. It should be deposited in the college or university treasury either as a trust account or as part of the general funds. The expenses of athletics should be budgeted annually, under the supervision of a board or committee the majority of which are *bona fide* members of the faculty. This board should in turn be subject to the control of the trustees and president of the institution. If this were done, there would be far more likelihood that the money would be wisely used to advance the whole program of physical education throughout the institution. Objections to the use of the funds for this and for other academic purposes are, however, frequently aired. There seems to be a very real fear, not at all flattering to the faculty, that members of that worthy group might, if they benefited from financial support derived from athletic events, be prone to countenance less rigid standards of amateur standing and eligibility. The suggestion might be made facetiously that this danger could be obviated if professional football became successful. The faculty might then own stock in such a team composed of former stars of the 'varsity. In this way the 'varsity could be free from evil and commercially minded professors could gamble upon the earning power of the professional eleven instead.

To what extent the financial argument can, without being publicly acknowledged, influence the policy of the groups administering athletics was shown by the Big Ten Conference in its action on the suspension of the University

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of Iowa following charges of infringement of the Conference rules concerning the financial problems of athletes. The action of the Conference taken before June 1929 was that Iowa was to be suspended from that body beginning January 1930. If the evidence was not at hand to justify suspension, no action should have been made public. If the evidence was at hand, it presumably dealt with circumstances that had transpired or were then in existence; otherwise it would not justify action. If the correction of the conditions to which objection was made would bring about reconsideration of the suspension ban before it went into effect, the public announcement should have stated that fact. Better still, no public announcement need have been made, since the matter still lay between Iowa and the Conference. If final action was justified as announced, it should have taken effect at once. That would have insured the sincerity of the vote, affected those still at the institution who might have violated the rule, and set a standard of clear-cut control. It was, however, an unfortunate fact that the 1929 football schedules were already made up and that immediate action would have removed Iowa from the schedule of a number of the Conference colleges. This might have meant difficulty in finding, at that late date, a competitor which would have drawn the usual crowd attending a close Conference game. Iowa had prospects of a good team. Either the representatives of the Conference failed to discuss or to think of their schedules or having done so, they decided to postpone the suspension until the shekels from the football season had been gathered. No one knowing the acute sense of finance possessed by those in charge of the athletic programs of the Conference colleges could possibly believe for a moment that they failed to recall that their institution had a game scheduled with Iowa. To do so would be an insult to their executive ability. The alternative explanation remains as a mute but in-

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glorious tribute to their very "practical" idealism. This sort of thing makes opponents for inter-collegiate athletics. It also arouses cynicism even in its friends.

Closely related to finances and certainly commercial in its emphasis is the loud-mouthed dissatisfaction due to the methods and results of ticket allotment and distribution. This problem is one of the *bêtes noire* of inter-collegiate athletics, especially of football. In private or endowed colleges, it is entirely proper and feasible to restrict ticket applications both to certain groups such as alumni, and in the number to be distributed to any one person. Difficult as the problems of these institutions may be in this regard, and savage as is the rage of Mr. Van Der Gold of the class of '82 whose seat was located behind a pillar of the stadium, their position is a bed of roses compared with those of the State Universities.

In the latter institutions, governors, state senators and members of the House, local dignitaries, and distinguished visitors all take their toll. Not only is this so, but the taxpayer, pointing at the source of the institution's financial support, makes known his claim as well. There seems to be no way at present to correct the political complications in such situations except for those who are in charge of the athletic programs at the university or college to take the bull by the horns and do what they believe to be right without fear or favor. This is admittedly a primitive suggestion, utterly lacking in finesse. However, the technique suggested has been known to work, and might be worthy of consideration.

A recently much discussed problem of our colleges is that of proselyting by alumni and friends of the institution. Students from high schools or from smaller colleges are in demand if their athletic prowess is such as to make them real 'varsity prospects.

Such a report as that recently made by the Carnegie

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Foundation concerning this problem has, of course, some real value. There is little reason to believe that the cases described by it are exaggerated and there is just as little reason for believing that its investigators were able to unearth the full extent of the practice. There are at least two institutions on their "pure" list concerning which friends of mine have cited specific instances of "impurity." To be sure, there are different ways of doing the "dirty work"; some institutions are more elaborate and others less so; some are direct, others are subtle. I do not think that anyone with any knowledge of the athletically-minded, worldly-wise alumnus of any college or university in the United States has many illusions left on this subject. The coaches and directors of athletics may be a party to the transaction or they may be painfully careful *not* to know about it. It seems to me that there is very little real meat in the kernel of that particular nut.

In a recent article Tunis has pungently and appropriately commented on the reaction of those institutions given a "black mark" by the report. None of them frankly and honestly admit that they are in the wrong. He condemns them for it and says that the report has served to bring out the dishonesty of our colleges. It is only one of the more obvious evidences of the depth of their slumbers. They have, in matters athletic, certainly been sleeping most unpleasantly loudly—so to speak. In fact, their snores have been almost overwhelming. It is an open secret that many college presidents have either deliberately dodged the issue of proselyting, or have been afraid to take over full control of the situation. The discrepancies between what a group of college presidents say they would like to do about athletics, and what they actually do, is startling but understandable.

The final problem to be considered is the danger of the philosophy of worshipping mass values. The *vast* crowd,

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the individual *high scorer*, the *great coach*, the *championship* team; this is a habit of thought generic to the English speaking nations but is at its most aggravated stage in our own country. It is a menace to idealism and to friendly contacts between institutions. It produces excessive emotionalism of an undesirable type which alternates with the most business-like financial plans for victory. Victory at all costs is no hollow term when applied to this situation. The temptation to adopt mass standards is brought to the college most aggressively by inter-collegiate athletics as at present carried on. It is transferred to a public willing and anxious to receive it—by them to be intensified and turned towards the college again in completion of a vicious circle.

In certain institutions following agitation for control of the professional coach, a supposed step in the direction of amateurism has been taken by the appointment of "faculty" coaches. The original idea was to pick the faculty member best fitted to coach and appoint him to that position. This quickly deteriorated into making the best available coach a faculty member, a very different process although both produce a person called a "faculty coach." The subterfuge of "faculty coaches" is therefore not in any sense of the word a "solution." It has merely added to certain faculties, men who can neither speak nor write correct English, who do not attend faculty meetings, and for whom the title of "professor" becomes simply a sop to create the public impression that the professional athlete is not being employed. This does not mean that many *bona fide* faculty members may not rarely be splendid coaches and that more might not be made so. It simply holds that the elevation to "professorial" rank of a professional coach helps neither him nor the institution. If a position of undergraduate field coach were established there would be far greater likelihood than at

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present that those who had held this position as students would later develop into real faculty coaches with the interests and background most calculated to create, in subsequent years, still more freedom from professional control of amateur athletics.

The policy of restriction and concentration now being advocated by certain of the older eastern colleges seems to fall short in its analysis of the case. One or two great final games will be of more and not of less interest. The jam for tickets, the pressure of crowds and the blare of publicity will increase rather than diminish. The values to be derived from inter-collegiate competition will be reduced to a minimum, and all its faults retained. To sharpen a schedule to a single game, is to produce an instrument capable of piercing even more deeply into the student consciousness than does football in the abstract. Rivalries will be intensified, breaches, when they occur, will be more important. The chance of having an average non-sensational season with half one's games won and half lost, will be entirely eliminated and replaced by a single great failure or success. The opportunities for contact with, and solution of, a large number of unknown situations will be greatly diminished. The emphasis on "condition" on the one day will be increased to the everlasting discomfort of those who are incapacitated on that day. The failure or success of the individual boy will be magnified even more than at present, while the chance to redeem himself in a later game, should he fail in one of the earlier ones, is cut off—thus losing one of the greatest assets in the discipline and training of the game. Those who would correct over-emphasis by *concentration* have not, I believe, understood the problem from the point of view of the students. They have merely tried to assuage the academic nerves of their associates frayed by repeated reports of cannon crackers and sensitized to

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noise, by piling all the crackers in one great heap to be set off simultaneously.

Another gesture of virtue is the curtailment or elimination of early practice before the season actually opens. This does no good whatsoever. It may, moreover, cause injuries by lack of physical hardening before games are played and by the necessity of playing those games against teams many of which have had perhaps two weeks or more of practice. It also eliminates the greatest fun and chance for building friendships and team spirit which the whole season affords. This in itself is a misfortune of a serious nature.

Similarly the discontinuance of the training table is in many ways a great pity. The training table is an experience in group loyalty, friendship, and democracy that can ill be spared. It seems a shame that misplaced fear of commercialism in a non-essential matter, and a mistaken notion of purification should have resulted in the elimination of so much of real merit.

Some few years ago a letter was sent to those then in charge of the athletic interests, either directly or as high administrative officers, of the so-called Big Three in the East. The letter suggested that the head or professional coach be relegated to the stands during the actual progress of inter-collegiate contests and that his place on the bench be taken by an undergraduate field coach who might or might not—as desired—be one of the players. A preference was expressed for an undergraduate field coach, not a player, for which position competition could be held as it is for a place on the team. The undergraduate coach should be chosen by the head coach and might be changed by him, between, but not during, halves of the game. The general idea is logical and is based on a valid analogy between academic work and athletics. Let us consider the coach and the teacher as being synonymous. The

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game is the examination of the players. It is as foolish to allow the professional coach to direct the game as it would be to allow the professor to take the examination.

From Princeton, no answer or acknowledgment of this letter was ever received. From Yale, came a favorable reaction to the plan in principle, accompanied by the suggestion that it be first tried out in baseball. Harvard advanced a most interesting pair of objections to the effect that it would be too great a strain for an undergraduate, and that the authority of the undergraduate coach would not be respected by the team.

On the subject of undergraduate or student coaches, a report of a student committee at Purdue University says (1926): "Under the present system of coaches directing the teams on the field, the players tend to become mere cogs in a machine. We recommend, therefore, to those concerned with and responsible for athletics at Purdue the serious study of systems whereby the teams on the field are directed not by the coaches but by the captain or some other responsible player, thus more largely developing the leadership and the initiative of the players."

Undergraduate field coaches are the most practical solution of the problem of inflation of the professional coach. Their use would be the quickest way to puncture the outer layer of the pneumatic garment of publicity in which the press and the alumni have clothed the present head coach. Of course he will not like the idea. Neither will his admirers. That, however, does not constitute a valid argument against it. Coaches will only agree to its establishment under pressure of public opinion which makes clear to all interested the actual rôle of selfishness or unselfishness in their decision.

Many complexities would undoubtedly be met in attempting to put into operation any plan of undergradu-

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ate field coaching. They might conceivably become so numerous and so important as to make it impossible to carry out the program. This fact does not, however, affect the soundness of the principle underlying the replacement of the professional field coach by a student. It simply means that we should do everything possible to insure fairness, enthusiasm, and confidence in the objective to be gained whenever and wherever the plan may be tried. The suggestion that a beginning be made in baseball is admirable, and it would seem that basketball and hockey might soon follow. Football would undoubtedly be the last redoubt and the most serious line of trenches in which the professional field coach will make his stand. Public opinion backed by the strength of the argument that students be allowed to play their own game, may dislodge him even from there. Once established, the system could proceed naturally and without excitement. It would give the actual direction of the game back to the students. It would mean that the head coach would have to be a teacher of other teachers as well as a "fight talker" or simply a teacher of featured players. The recent resurrection of the plan and the agreement of Harvard, Yale, and Princeton to try it in baseball is an interesting development and sign of real progress.

It has been suggested that amateur head coaches should be made compulsory to replace professionals in that position. There seems to be some, but not sufficient, reason for this step. The amateur would usually know less about the game, teach it more poorly, and lack the interest of the professional. There would probably be more injuries in many of the games. In general, it is worth while having those best equipped do the teaching, just as in academic work where we also hire professionals.

The head coach could retain his work as the chief of a staff whose function was to teach the game. Then if

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undergraduate coaches were used, the game itself would not be a professional battle, but one of student wits and initiative.

It has been argued that intra-mural competition would gradually reduce the undesirable overemphasis from inter-collegiate events. To test it a number of spavined and heaving intra-mural teams have been played together. The intra-mural units that they represented had little *esprit de corps* and their support was not what had been hoped. The prospects seemed none too rosy.

Recently, however, three encouraging signs of strength have appeared in the field of intra-mural athletics. The first of these is to be derived from the experience of certain preparatory schools. In these cases, well developed systems of intra-mural athletics have provided enthusiasm, close competition, and most of the lessons of winning and losing, without the costly overhead and emotional factor of inter-scholastic contests. It is clear that if public exhibitions of superlative skill are not involved, schoolboys can play successfully together in their own group. It is within the realm of possibility that this more genial concept of sport may extend to the colleges.

Another prophetic indication of more immediate importance is the increased interest in inter-fraternity basketball. The team of five is a sufficiently small unit so that most houses can muster that many ablebodied and sober gentlemen ready to spend a few breathless and stitch-producing evenings in the gymnasium. Once the championship is settled all is forgotten and no permanent benefit or harm results. Even so, the mere fact that student inertia can, under any circumstances and for any period, be sufficiently overcome to allow a championship schedule of this sort to be played, is encouraging.

Another very encouraging development is the appearance on the horizon of the House Plan at Harvard. Here,

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for the first time, are prospective units of an adequate size and type to test the real possibilities of intra-mural sport in the American college. If the masters and others in charge of those houses are of the type to which students may attach their spontaneous and enthusiastic loyalty, the spirit of competition should be born. It really looks as though intra-mural athletics would, within the next ten or fifteen years, be given a fair tryout. Under proper auspices, they will undoubtedly be sufficiently successful and popular, to aid greatly in reducing the swelling and inflammation now centered in inter-collegiate games. House units should be able to support teams and crews of the various "weight" subdivisions, and these in turn after intra-mural tests, should, if desired, be able to produce the 'varsity combination.

To have any real chance for success, increased interest in intra-mural contests must also be accompanied by a decreased concentration of inter-collegiate contests. However, if restrictive measures are resorted to, and the number of inter-collegiate games is reduced, we shall not have any such desirable decrease. More people in both kinds of contest, intra-mural and inter-collegiate, will bring both types of competition closer and more nearly equal in emphasis. Make one rarer and more to be desired, and the balance is overthrown.

At a meeting of executives, faculty, alumni, representatives of the governing boards, and athletic directors of the Conference colleges, the suggestion was made that the way to avoid overemphasis on inter-collegiate athletics was by extending their opportunities to a larger number of students. The suggestion was met with approval and the meeting went on record unanimously in favor of inter-collegiate athletics and of extending the opportunities for such competition to as large a number of students as possible. It had been pointed out that

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only a very minute fraction of the undergraduate body could, under present conditions, receive the benefits of inter-collegiate contacts as competitors. It was admitted that steps should be taken to create additional opportunities for those not now able to participate. The obvious method would be to increase the size of the team in such sports as tennis, golf, or cross country running, and to develop additional teams or to establish additional inter-collegiate units in such sports as baseball, football, track, basketball, hockey, and crew.

The concrete suggestion was made that each institution might support two 'varsity football teams which could play simultaneous "home and home" games with their Conference rivals. This, it was pointed out, would double the number of men in football and would prevent a large part of student migrations because an important game would be played at the home field every Saturday. The same plan could be tried in basketball where the opportunity for inter-collegiate competition is ridiculously small in comparison with the number of men interested in playing. All such steps would also give greater chance for the utilization of the student field coach and this in turn would lessen the glorification of the professional head coach. The break to start the evolution will have to be made by some group of influential colleges or universities which can, and are ready, to stand a tremendous battering from the press and from their more procrustean alumni.

It was argued that proselyting will diminish as the opportunities for competition in inter-collegiate athletics are increased. When various class or "weight" subdivisions produce teams that not only compete but that count towards a championship, much of the joy will be taken out of the situation for the proselytizer. There will be less glory of publicity to the individual and more to the team;

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and eventually, less glory to the team than to the institution as a whole.

Additional teams could be added as representatives of the various undergraduate classes, on the basis of weight or according to other natural group interests. The 150-pound crews and freshmen teams of many eastern institutions were used as examples of a method capable of easy expansion and extension to include other subdivisions by weight or by class.

The suggestion was made that the records of several inter-collegiate teams in a given sport at a single institution could be pooled and could all count towards the Conference championship, but it was received in horrified silence. This method is used in determining the results of tennis, cross country, track, golf, and wrestling when individual performances are combined to make a team score. The suggestion for extension applying to several teams, the joint record of which might make an institutional score, was viewed with a most unfriendly eye. Although the meeting knew exactly what was involved and had gone on record as favoring the basic principle of more players, objections began to be heard. They traced back in every case to one or more definite principles.

The first of these was the fear that divided interest and the resultant decreased attendance would diminish financial returns, thus making payment for stadiums and other expansion of the athletic program impossible. This was frankly admitted after some prodding.

The second objection arose from worry on the part of smaller institutions that the production of more than one inter-collegiate team would decrease their chances of winning the Conference championship.

A third criticism sprang from fear on the part of the coach that his reputation as the producer of victorious teams hailed by popular acclaim would suffer, that his

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fame and salary would decrease, and that perhaps even his position itself would be jeopardized. One of the coaches stated that he "could not" produce two football teams. Questioning brought out the fact that he had an eligible undergraduate body of some 1600 or 1700 from which to draw material. Even in the face of this, he failed to see the absurdity of his statement. What he meant, but did not say, was that it would be very hard for him to produce two winning teams and that his reputation would thereby suffer.

The coaches recognized that "stars" on freshman teams, even in inter-collegiate competition, receive relatively little publicity. They are being aimed or shaped for the 'varsity.

If there were a class team for each of the four years, or if there were teams of different weight playing independent schedules on the same days, we should have decentralization of inter-collegiate competition of a very desirable type. Out of such a system the carefully prepared publicity pyramid, on which the star is elevated, would seldom rise. There would be so many contests of different types that the sports writers would be unable to fatten their columns so easily by following the destinies of a few outstanding players.

The division of undergraduates into more groups by class or weight for inter-collegiate competitions would, moreover, do much to dim the publicity of any individual or small group. In baseball, for example, where every sand lot used to boast one or more teams, brilliant players rose and fell without undue notoriety. Today the outstanding football player in the college is used for advertising purposes by cigarette companies and automobile agencies, and is photographed with his "sweetie" for the tabloids.

The prospect of losing good "copy" was too much for

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sports writers also, and they joined with the coaches in condemning the plan for more teams and for the alleviation of the inflamed public interest in athletics by spreading out the contests instead of concentrating them.

At the next regular session of the Big Ten Conference, only those intimately connected with athletics were present. They pretended to labor valiantly and brought forth a microscopic and emasculated image of the plan. This was the right to voluntary establishment of so-called "A" and "B" teams. The "B" teams had no bearing on the Conference championship. They had little or no "publicity value." Their failure would leave unscarred the heroic reputations of the "character-building" coaches and directors of athletics. It was a clever move, in that it pretended to meet the conditions and yet was bound to give the "two team plan" the worst possible start. This in turn could be used as evidence of its failure and thus the throne of the athletic czar would remain secure. To anyone who has followed the public attendance at "B," or "second team" games which have been a form of inter-collegiate contests in the East for years, the futility of the action was instantly obvious. It will, however, remain to those who knew of the circumstances of its conception and birth, an unhappy tribute to the commercial and materialistic attitude of those professionally in charge of amateur sports.

The Conference was, however, slightly worried by its own inconsistency, and after the adjournment of the meeting at which the suggestion of more 'varsity teams at each institution was made, it indulged in a period of contemplation and, it is hoped, of silent prayer.

Patience and courage will be needed in the long, hard "winter" which must undoubtedly be gone through by those eager to give inter-collegiate athletics back to the students and to the colleges. A few simple principles will

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serve as rallying points, and progress towards the desired goal can be measured in terms of their realization.

In removing undesirable overemphasis from the situation and in making the *spirit* as well as the *name* of inter-collegiate athletics amateur, there will be the following developments: more classes of teams, chosen either by weight or by some other natural division to compete in both intra-mural and in inter-collegiate contests in such sports as track, football, crew, hockey, basketball, and baseball; larger teams wherever possible as in golf, tennis, wrestling, boxing, fencing, cross country, and swimming; intra-mural housing units or groups of sufficient size to support teams; undergraduate field coaches wherever possible; "championships" to be won by institutions rather than by individual teams.

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THE job of being a college alumnus is today one of doubtful pleasure. In years gone by the dignified gentleman with a college degree could look out upon the less fortunate members of society with calm hauteur. He could ignore or perhaps merely raise one end of a politely disdainful eyebrow if criticism of his thoughts, ideals, or activities reached his ears. He rose superior to the distasteful practical questions of efficiency and public service; he was a gentleman, and that sufficed.

Today things are quite different. The college graduate is often still a gentleman or a lady, as the case may be, but the world that evaluates the college degree has sadly changed. It is raucous, noisy, assertive, even pugnacious, in its attitude towards those who have had the advantages of higher education.

The vast majority of those who have not been to college envy or dislike those who have. Quietly and with a certain grim satisfaction they note the headlines "Harvard Man Jailed in Kansas" or "Vassar Girl Kills Rival's Pekingese." They lick their chops at the discomfort of the erudite and hope for the worst. The college graduate expects this treatment. It does not greatly worry him because its motives are understandable. Unfortunately, however, magazine writers and even educators themselves are also his critics. These gentlemen pour a steady

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broadside of buckshot and worse in his direction. They accuse him of crassness, of shallowness, of stupidity, of over-emotionalism, of inertia, of undue interference in the affairs of his Alma Mater, of over-athleticism, and of a host of other faults sufficient to provide material for an academic litany of disasters of the first magnitude.

On top of all this the alert and virulent eugenist accuses him or her as the case may be, of shirking marital and parental duties; of causing the spectre of race suicide to stalk abroad. Feeling that he ought to have derived from college something resembling intelligence and that this quality is or should be involved in bringing children into the world, the alumnus is at times a bit perturbed that he is not left to himself to decide the size and other particulars of his own family. Gentle and cultured college presidents, scholarly deans, learned professors and others combine in their condemnation and distrust of the alumni body.

It has always seemed to me that it was unfair to condemn the college alumnus as generically bad just because there are in his species a number of bores and dullards. It resembles the delightfully sympathetic classification of all Americans as loud-mouthed, superficial, gum-chewing, and *nouveaux riches* by our European neighbors on evidence derived from the most blatant type of wild ass of the prairies that somehow congregates in its most objectionable herds on foreign soil.

The great mass of college graduates is used merely as machines into which information flavored with emotional loyalty can be dropped by campaign committees, and from which funds for endowment or new buildings can be extracted. The technique of money hunting varies greatly under different circumstances, the least inspiring type being the steady nagging grind of a perpetual fund. The contributions are deposited in this fund year by year,

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as a matter of duty without lively emotion and with something of the same stupor that a nickel is deposited in a pay phone. There is a momentary jangle, caused by a formal acknowledgment from the director of the fund; and the Class of 1882 has one hundred and seventeen subscribers instead of one hundred and 'sixteen. All is then quiet once more until, weighed down by the comparison that the Class of 1883 has one hundred and thirty-two subscribers, and by the pressure of repeated and uninspired drips of publicity on the skull, another unfortunate yields and subscribes.

Somewhat more exciting and much more noisy are the organized emotional drives; these are the intense "hold-up" or "sandbagging" campaigns for specific sums to be raised before a certain date. They are a bespectacled academic cousin of the war-time Red Cross or Liberty Loan drives. They produce elaborate brochures, high power salemanship, hysterical fund banquets, committees, teams, captains, and areas. They allot quotas and glare balefully at the unfortunate unit or district that fails to meet them. They burn thousands of gallons of the oil of loyalty to the old Alma Mater. They catch at times even the wary and hard-boiled alumnus who has not been to a class gathering since 1890. He listens to inflamed oratory, he imbibes synthetic gin, his ears and nostrils are filled with reminiscences of his college days, and his signed pledge is forthcoming. In conducting such drives the college gives its most subtle insult to the mentality of the alumni and shows to those who will stop to consider it, its lasting and profound disdain of its "sons" and "daughters." It knew them in their adolescence and therefore by some reaction, certainly not involving a mental process, it must continue to treat them as young children.

A more amusing and difficult task is found in the "elephant hunt" for the particularly rich and influential

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alumnus. Here is the reverse of oratorical persuasion. They send many men to catch one, while the spellbinder at the class banquet is one man sent to catch many. Naturally the size of the game to be bagged determines the technique. The fine old custom of the dance around the fallen quarry is not entirely lost; in cases of an especially large and important "bag" its academic equal is seen in the award at a convocation of an honorary degree to the gentleman who has been captured.

Looking at the whole situation dispassionately one may fairly wonder whether the college is not quite as crude, obvious, superficial, and indelicate in its methods and mental processes as are the supposedly lower hordes of alumni. It may be the case of the pot calling the kettle black.

Over-interest in athletics is perhaps the commonest charge against alumni. They flock back to football games and to boat races, and do not show any such active interest in the intellectual life of the university. This seems to the professor, dean or president a peculiar phenomenon possessed of great menace and foreboding. Forgetting that the college or university provides no academic function even remotely approaching the degree of spectacular and vibrant excitement possessed by the athletic contest, the authorities on the campus consider it strange that crowds attend functions which make a direct emotional appeal to whatever youth the college has not wrung out of its graduates. Athletic contests on university or college campuses are practically the only public exhibitions of skill offered by such institutions which surpass those that are seen in the world outside. The excellence of the performance has much to do with the attendance at games. Youth being naturally active, is at its best in competitive games involving physical skill, strength and alertness. Instead of labelling those alumni who attend athletic contests as

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stupid and a liability, it would seem perhaps fairer to say that they were those who recognized excellence and enjoyed it. They are also those who have retained their own youth, and as such may irritate the erudite whose make-up retains no such "animal" or wholesome qualities as play or physical energy.

Lack of interest in academic things is said to be characteristic of alumni. Just what academic things they can, by first-hand contact, become interested in remains a profound mystery. The efforts to get alumni back to the campus at Commencement are a tradition of the greatest social and emotional value. They are, however, calculated to produce the largest number of alumni on the campus at a time when all academic activity has ceased. June days of sweltering heat, of over-ripe strawberries, melted ice-cream, wilted collars, class reunions, and erratic but enthusiastic thunder storms are not restful, intellectually pregnant, or energizing. June nights of Chinese lanterns, music, fresh summer foliage, unchanged shadows of old buildings across wellworn paths, are likely to bring up emotions—very real, very dear to those who know them, but are scarcely a challenge to intense intellectual activity. College officials should remember that intellectual activity is individual, solitary, unostentatious. Students never roared their mathematics in unison. They never thronged the library to cheer the recent accessions or snake-danced around the chemical laboratory at the successful analysis of an "unknown." When therefore, the institution expects a noisy outbreak, a "demonstration" for scholarship, it is merely convicting itself of a lack of imagination almost deadly in its implication. Alumni are vitally and honestly interested in academic things. They are, however, just as shy, or perhaps more so, than they were as students in asking for information. The professor looks no less forbidding to them than he did in their

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undergraduate days. They realize that he is a professional and they the worst sort of "duffer." They show, therefore, in the face of the lack of any well-established means of renewing individual intellectual contact with the institution, a degree of dignity and good breeding which the college in its public and unsympathetic criticism of them does not.

The great overhead of effective alumni organizations, such as the Associated Harvard Clubs, is a source of real worry to many college executives or faculty members. They are afraid that it is the first step towards the assumption of an aggressive campaign of interference by the alumni in the affairs of the institution. The record of the Associated Harvard Clubs in this respect is however impeccable. At their last meeting the standing committee on "Service to the University" offered a report in which the two matters considered were the size of the Stadium and the chastisement of the editors of "The Lampoon," the college comic sheet, for certain uncouth literary gestures. From its recommendations one member dissented and moved that the committee be abolished. That does not look like very serious interference in the intellectual or academic life of the institution. As a general thing it may be stated that alumni organizations are no exception to the general rule that a large overhead and complicated organization always produces and supports so many intra-corporeal problems and reports the menace of the larger group as greatly diminished. Men engaged in trying with both hands to hold together a completed picture puzzle are not particularly well fitted to interfere with other people's plans or activities.

There is in all the foregoing discussion sufficient evidence to show that the relation of the alumni to their Alma Mater is not one of real satisfaction to either. The situation is in need of study and analysis. It is not only

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fair but necessary to ask whether or not the fault lies wholly with the alumni. The answer, I believe, should be that emphatically it does not.

The university or college has first weakened itself as a producer of alumni by supporting and operating methods of instruction under which, if we take the figures of the country as a whole, one out of three students fails during his first year. The contact, therefore, of approximately one-third of the students with their Alma Mater is so brief that there is little chance to develop any lasting interests or loyalties that bear her image.

The steady loss of students throughout the whole course is an important factor. If the departure is because of economic or physical, rather than academic or disciplinary reasons, the "non-graduate" may develop as intense and active a loyalty to the institution as do any of its graduates. There are, however, tens of thousands who leave with a deep biting sense of failure, and who are, forever after, bitter critics of colleges in general and of their own in particular. Endowed with a perfectly normal desire to prove their superiority, these malcontents turn to the intellectual companionship of those lower than the college level. On the minds of such people they exert a harmful and dangerous influence by producing and fostering a false sense of educational values built on an over-emotional foundation.

Undergraduate students should, I believe, be instructed in the history, aims, development, objectives and current problems of their Alma Mater. To do this would be beneficial not only to the students but to the administrative officers giving the course or courses. Many college executives would be strengthened and improved by being forced to organize their own thoughts so that the problems of their institution could be briefly and logically outlined. To have to discuss these problems before the

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students would insure frankness and would free educational administration from much of the calculated and unnecessary mystery with which it is now surrounded. Many of the layers of secrecy and apparent complexity with which the self-important educator plasters his policies and actions would fall under the blows of a statement of those policies made by him to the students. Much misunderstanding and misinterpretation of motives would be done away with. The coöperation of the more intelligent students would be assured.

There will be many college executives who will look askance at any suggestion that they discuss with the students any of their policies. Yet until this is done intelligently and sympathetically how can we expect students to understand or to coöperate with the broader constructive educational movements in the college which are initiated from "above"? Many of the disciplinary problems and most of the inertia found in large bodies of students trace back to a failure on the part of the students to sympathize with the efforts and objectives of the administration and faculty. The main cause of this lack of sympathy is the failure of those in authority to inform the students of the motives and aims, the long-time program and the principles involved in the situation.

Students trained in an atmosphere of aloofness and of sanctified secrecy on the part of their elders, teachers, and guides, are absolutely certain to develop indifference to the vital issues of the institution's policies. They become alumni who expect nothing but a superior and snobbish attitude from the faculty and executives of their Alma Mater. Exceptions to the general truth of this relationship serve only to emphasize its widespread applicability and to show how natural, happy, and personal the relations between the institution, its students and its alumni could be for the asking. If the "official" college would

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stop parading, strutting, preening itself before the mirror, and admiring its own profundity it would breed a type of alumnus much more alert and awake intellectually. If it realized that its alumni were its children, created by it in its own image, it might pause for thought. If it could understand that these men and women are given it for approximately four of their most impressionable years and that it had turned them out at the end of that time, by its own admission, as intellectual failures, shallow, over-emotional, and of little value except to give money, it would blush as it should. The fault lies fairly and squarely at the door of the college itself and nowhere else. It is as though a manufacturer of automobiles or a painter of portraits should go about raving and ranting at the poor quality and undesirable attributes of his own product and at the same time expect acclaim and applause as a leader in the field which produces that product.

The college should obviously keep active groups or departments engaged in teaching students how to read, broadly and intelligently, how to appreciate music and art, how and why to travel, how to understand the geography and natural history of places to which they may go, how to engage in political and civic activities, how to learn about and participate in social and public health work, how to play with their minds, how to seek recreation in variety and broadness of intellectual activity. Such efforts today are thought by college officials to be shallow and superficial; they have produced, here and there, a survey course of a type unwelcome to the specialized professional scholar. These efforts remain, nevertheless, the one sure way of building a broad, lasting bridge between the intellectual life of the student and his interest, as an alumnus, in the intellectual life of his college. Relatively few of the alumni will develop into professional scholars able to follow, twenty or forty

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years after their own graduation, the intricate mental patterns of the outstanding figures then on the faculty. The vast majority must rely upon a more human and more active connection, in which the college must be the guide and friend of their mental relaxation and recreation rather than their dogmatic and autocratic teacher.

What can the university do to avoid or to correct the present unfortunate situation? It can, as before stated, honestly and without an attitude of condescension, attempt to establish courses and contacts by which the student before graduation is trained to look forward to, and to participate in, an intellectual continuation of his relationship with his Alma Mater. It can discourage the idea that he leaves the university and stops utilizing it for his intellectual development at Commencement. It can take him into the confidence of those who are directing his university's destinies.

To do this requires not only a fundamental change in the attitude of the institution but some sort of responsible group to which the working out of the plan can be delegated. That it will be an extensive and difficult piece of work is certain. In one State University a random and representative cross section of the alumni and former students showed that in the neighborhood of 25,000 would probably utilize facilities for continued intellectual contact with the university. The subjects in which they were interested naturally would cover a wide and varied field, which, to care for successfully, would be no simple task.

It is quite clear that in a university, the library, the extension department, and any group interested in correspondence courses would be a nucleus already interested in the problem of adult education. There are numerous reports on the general problems of this field. The work of the Cleveland Conference for Educational Coöper-

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ation through its committee on adult education; of the American Association for Adult Education; and of the American Library Association are examples of successful efforts of this sort. A noteworthy example of the growing interest in this type of activity may be found in the fact that a conference of college presidents, alumni secretaries and others, held in November 1928 at Vassar College, was positive and unanimous in recognizing and welcoming the duties and responsibilities of the university or college in the field of adult education.

It will probably be wise at the outset to recognize the purely advisory and very secondary rôle which existing academic departments or deans will probably be asked to play in this development. They are already loaded down with petty details of executive and scholastic work so that this project would probably be, at best, of very minor interest to them. If they have been long active in instruction or administration, they will remember only as immature students the men and women who as graduates may ask for advice or help on certain matters unrelated to what they took in college. For example, I know of a case where the dean of a school took as a splendid joke the request of one John Doe, whom he had known years before as a stupid and uninspired student, for reading lists and guidance in the selection of works on modern American Poetry. This is typical of the crystallized unfriendliness of the official academic mind. The project therefore, should, from the outset, be placed in the hands of those who have faith in its value and enthusiasm for its advancement and development. For this purpose the appointment of "alumni fellows" is probably the best plan. Such alumni fellows should be appointed as non-teaching members of the faculty. They should attend all faculty meetings, be in close and confidential contact with the president and deans and should translate into intel-

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ligible and popular form for distribution among the alumni the aims, activities and achievements of the various departments and scholars. They should also receive and, after conferring with the proper department, answer all requests for intellectual guidance sent in by alumni.

There will be great diversity in the requests received by the university for information. Some of them will be answerable by a letter in which a digested and well-ordered consideration will be possible. Others will necessitate a reading list and suggestions as to how the alumnus can develop a sound basis for his own individual judgment. In many cases such requests will lead to an informal developmental succession or course of study. There will be no need of offering academic credit. It will be merely a matter of spontaneous individual effort. In some cases small groups may be formed having a common interest or desire to follow the same course of supervised reading or study.

In others, especially among professional men and women, short courses or institutes may be offered either on the campus or at other localities where sufficient demand for them exists. The value of these courses or institutes in bringing up to date the technical knowledge of those who have for some time been isolated from direct contact with university activity in their profession, is immeasurable. The principle has been accepted and a beginning made along these lines. The work at Vassar in euthenics and the short courses given in many medical schools and colleges of agriculture are examples of such development. It will undoubtedly be greatly extended in the future.

The library will naturally be the center of much of the work of the alumni fellows. They will have to coöperate in the planning and preparation of reading lists to meet

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alumni needs. They will also have to decide when and whether text books written primarily for alumni rather than for students are required. The type of text seen in the "Outline of History" and in its descendants, such as the "Story of Philosophy," "This Believing World," and "Preface to Morals" are splendid examples of what can be done in the way of arousing in the supposedly inert adult mind enthusiasm of a resiliently youthful quality. A great number of other fields await similar analysis and interpretation to the great advancement of mankind.

Two broad categories of facts make the need of books which can provide the equivalent of texts for adults, obvious and imperative. The first is the disorganized, undigested and disconnected way in which life ordinarily brings the college alumnus into superficial contact with the more recent developments in natural science, economics, sociology, medicine, and history. The greatest organ today for the dissemination of adult education is the press, but its manner of presenting the facts, lacks coherent, orderly sequence. There may be a murder today, a coal strike tomorrow, an election the day after, and a scientific discovery hard on the heels of that. The average person never analyzes, correlates or organizes the contacts which he has made with new facts. He has no means of developing a wise sense of proportion unless and until a properly planned publication gives him the broad and orderly vision which is necessary.

The whole situation might not be so serious were it not for the second factor. This is the speed at which the acquisition and announcement of new facts and developments in all fields of human activity proceed. If the rate were low and controlled, opportunity would be given to acquire a natural basis for evaluation of the single disconnected incidents, based on experience and personal judgment. Such, however, is very far from being the case.

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Changes are rapid and varied. They tend to overwhelm the perceptive faculties of all who attempt to follow them. A text that provides a basis for classification and correlation of facts also serves as an effective and logical brake which can be applied when the intellect of the bewildered individual rebels against the dizzy rate at which it has been forced to absorb new impressions.

The possible extent of service to and support from alumni which might follow wise development of the university's resources through work of this sort is suggested when one realizes that probably from seventy-five to one hundred million dollars annually are spent by the public in correspondence courses at the present time.

The service which such an organization as an alumni university might give the alumni is clear and very impressive. There is no reason why the university should not also benefit. It would be entirely possible to charge tuition fees for service rendered and so to derive financial return sufficient for "self-support" of the project. Collections of books and of other objects either in art or in science might well be built up by alumni under the direction of and in co-operation with the alumni university. Many, if not all, of these collections could be diverted to the university library and museums at or before the death of the alumni interested in making them. Research and other specific projects as well as the buildings to house some of them might easily develop as the "group interests" of alumni in certain localities. The choice of some such objective and its intelligent fulfillment may well educate thousands of alumni about the present university and give them a specific reason for keeping in closer contact with it.

For more than a century, alumni have been ignored or criticised and feared. Their support has been asked on the grounds of emotional loyalty as though they had never matured beyond the student stage. This technique has

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made neither the alumni nor the institution happy. Is it not time to accept our college students and alumni as full partners in the constructive work of building the university? Cannot their intellectual appetite be aroused while in the student stage and be continually whetted after graduation by a sympathetic and judicious series of contacts under the direction of alumni fellows in residence at their Alma Mater? Finally, cannot these things combine to produce an adult educational unit of great importance, one which exists to prove that study, education and intellectual development do not stop at Commencement; one which may in the best sense of the word, be an Alumni University?

RELIGION IN COLLEGE

THERE are some who would hold that the college undergraduate, except in confessedly sectarian institutions, does not have any religion. Present-day youth has been branded as godless by more than a few of its critics. This does not seem true to some of us who since our own youth have lived in constant touch with school and college students.

Perhaps part of the misunderstanding may be due to one of two causes. The critic may know youth only as a generic group. He may even have forgotten his own individual adolescence with its uncertainties, ready enthusiasms and high emotional tones. From the mental behavior of certain unimaginative ritualists among the clergy it would seem at least a possibility that those doughty gentlemen represent a way station on the road to the level of a miracle—namely, human beings born old and inflexible rather than young and plastic.

The critic may, on the other hand, know youth and understand its behavior, and still think that it lacks religion because of his personal narrow conception of the meaning of that term. He may think of religion as static, fixed, authoritative, inspired and therefore self-sufficient. If he does so, an explanation for his distrust of youth has been found. The denominations are themselves full of schisms on just this line of demarcation. In all of them, small

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groups of individuals are trying their best against what, in many if not all cases, appear to be insuperable odds, to liberalize the church to a point where it practices a simple and direct form of Christianity. These "liberals" realize that on the success of their efforts depends the ability of the church to hold youth.

One of the clearest and best documents on modern religion is a little booklet by Charles William Eliot on the "Religion of the Future." It was written ten or twelve years ago when Eliot had reached an age where fixity and orthodox belief would have been comfortable to ordinary men. Instead we find him active and eager for change, seeing in steady evolution the proof that religion is alive and growing. He says: "It is . . . wholly natural and to be expected that the conception of religion prevalent among educated people should change from century to century."

To prove his point far more convincingly than he himself could ever have expected, the sudden and obvious disintegration of the orthodox and ritualistic denominational forms of Christianity has, since his statement was written, set in as a world-wide force. That this is a disturbing phenomenon no one in his senses can deny. Whenever a new religious order or objective has been born, the organized church from which it sprang has been desperately ill—some times even to death. The fact cannot be lightly thrown aside in any evaluation of the present situation. Symptoms of travail are present in all denominations save those that have long been sterile. By that same dangerous process of painful labor monotheism replaced polytheism, and a religion of humanity and love of one's fellowmen forced its way to birth, through the opposition of the Old Testament idea of Jehovah, to allow Christianity to become dominant.

When any new religious development reaches a certain point, there is usually a conservative and material tendency

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to make a business organization out of it. The fellowship of the early Christians has been supplanted by the complicated overhead and activities of its denominational groups. I know of no better business organization today than that of the Roman Catholic Church. Wealthy as many Caesars, it manages its material possessions in a well-ordered and effective way. Holding its constituents by the unquestioned authority of its priests, it gains enormous revenue from small but regular donations from a large number of its adherents. In a somewhat similar fashion the orthodox Hebrew church was not only well organized, but glorying in a position of power and great influence when the heresy of Jesus upset its equilibrium. It failed to recognize the extent of His power until long after His death. It did not realize that the larger freedom, the greater dignity, the increased courage of the Individual who believed with a lasting faith that God is love, had come to stay and to grow.

The full strength of Christianity has not yet been felt or tested. It has spread its roots far down into the soil of humanity and not all the dogma and ritual in the world can reach it or uproot it from that hold. There have been focal reformations from time to time. They have broken off here and there a few thousands or a few millions as the case may be. They have then defined their objectives, issued a set of rules and by-laws, and have gone into business as did their theological ancestors before them. The net result has been that in a relatively short time they have become just as ritualistic and conservative as was the group from which they broke away.

There is a fundamental truth which applies to all living things and which takes its toll without exception. Whenever any organism, whether a tiny living cell, an individual animal, or a social order, takes on fixed functions and changes its structure for the particular purpose

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of perpetuating itself, it thereby limits not only its sphere of usefulness, but also its elasticity or adaptability and its power to evolve. Churches are not exempted from this general rule. When the perpetuation of ritual and procedure becomes paramount, they have deliberately, or unconsciously, as the case may be, isolated themselves from the possibility of progressive evolution.

Youth is that portion of humanity which is still sufficiently pliable and undifferentiated to have retained the power of evolution. It therefore resists and fails to absorb the spirit of crystallized and rigid organization. It has been possible in the past, through ignorance on the part of the young people, to enlist and brand them with a particular denominational mark at an early age. This is good business from the point of view of temporarily increasing the membership and income of any one denomination. As Eliot says, however, "Authoritative churches have tried to force everybody within their range to hold the same opinions and unite in the same observances, but they have won only temporary and local successes."

The rapid growth and extension of education at public expense has been the undoing of this condition of affairs. The futility of theological dogma, and the beauty of science and of truth have become evident to every normal independent child who graduates from high school. As a defense against this danger, certain denominations have undertaken the losing battle of trying to educate their own young people according to a fixed pattern. It is hoped that by so doing they will be salvaged for the organization. The moment the control process is stopped, however, life begins to sap the strength and thin the blood of the connecting tissues between the student and the narrow philosophy which he has been forced to absorb. He sees all around him a swarm of healthy, happy contemporaries who have learned to love liberty of thought and freedom

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in seeking out a relationship with the spiritual. If he is intelligent enough to be a worthy dwelling place for that liberty, it eventually influences his beliefs and becomes an important part of his life. If on the other hand, he is blindly obedient and does not enjoy thinking, he remains an active organization member. As a result, membership in a narrow denominational group is a factor which automatically selects those unable or unwilling to face a larger individual responsibility.

This in turn acts as a means of bringing about further isolation of the narrow organization group and has, within recent years, been the major cause of the increasing conflict between liberals and fundamentalists in almost every denominational body. Many of the liberals would enjoy the continuation of an informal and friendly affiliation with some sort of house of worship or prayer. Others can find a happy contact with spiritual strength outside the confines of any temple or rite. That the latter type will be the one to survive and grow in numbers is obviously the belief in Eliot, who says ". . . the new religion cannot create any caste, ecclesiastical class, or exclusive sect founded on a rite." It would seem that the greatly diminished interest of youth in the ministry as a life work is also indicative of the same tendency, and is, therefore, evidence in favor of his contention.

I do not, for a moment, believe that youth has carefully and conclusively thought this all out. What it feels at present is definite dissatisfaction with the ultra-denominational emphasis of the present-day Christian Church, and the vague urge to accomplish something more honest, more unselfish and more vital in life, than Christianity in its present ritualized form has so far been able to produce.

Those in the older generation who are most sympathetic with youth, sense the uncertainty and the feeling of disillusionment which are widespread. They also see the pa-

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thetic futility of expecting our young men and women to go back deliberately to the dusk and ignorance of blind obedience to vested authority. As Lippman states in his "Preface to Morals": "the revolt of youth is not a senseless rebellion; it is an unbelief in authority." The World War was a great "eye-opener" to the students in our colleges. It was an acid test of the depth of Christianity and of the motives of those in authority in control of nations.

Everyone, I think, will admit that our adult generation made a ghastly mess of that situation. The world descended to a bestiality it had not known for some centuries. The sham and pretext of a civilization built on any foundation save that of free souls bound by willing covenants of lasting friendship became evident at once. The Christian church in centuries of peace had failed to convince man's spirit of the meaning of brotherhood. Thus youth began to look for it elsewhere. The size of the task left to be done, the discouragement which came to the heart of youth as it saw its elders busied in making another so-called "peace" on the same old basis of compromise, trade and selfishness, were bitter and appalling.

Out of the confusion, however, came certain very definite and important changes. In the first place, youth began to look its elders straight in the eye. It also began to evaluate the opinions of, and to question the judgment of the ruling adult group. It listened, often because it had to do so, and then cheerfully did as it thought best. Some of its activities were somewhat ill-advised and abortive. Certain of the so-called "Youth Movements" lacked a sufficient degree of integration to allow them to survive. Youth's wisdom in dealing with such amusing adult-made diversions as bootleg liquor and the automobile still is conspicuously slight in degree. By and large, however, post-war youth was more self-sufficient, more courageous, more sincere,

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and more serious than formerly. It has so remained up to the present time and will probably continue to be so.

During the last eight years I have been fortunate in having a number of intimate friends who were college undergraduates. These students have been kind and courteous enough to discuss freely and frankly their views on religion, on morality, on Christianity and such matters.

The foregoing discussion of trends in religious development has been included because it seems to contain elements which exert a strong influence on the "philosophy of life" of present-day college students. Yet their attitude has been foreseen and to some extent anticipated by certain older minds. It is, for example, an everlasting source of wonder and admiration to me that Charles William Eliot, in what should have been his old age, lived and moved so close to the heart and ideals of those some sixty years his juniors. Yet in one way there was no real cause for wonder since he was always endowed with sufficient wisdom so that ageless truth loomed large in his character.

There are other great leaders today who hold immense power in influencing youth. As examples of the group may be chosen such people as Fosdick, Royden, Meiklejohn, and Eddy. Regardless of whether or not one can agree with Sherwood Eddy's ideas on pacifism one cannot, I believe, fail to admit that he is thinking along broad humanistic lines which run very close to the ideals of youth. In his excellent little pamphlet on "Religion and Social Justice," he deals most successfully with many of the matters most readily and enthusiastically discussed by students. Men of his type do much to influence the opinions of young people by making them "think through" questions of broad and continuing importance, and to reach some sort of resting point from which they can plan new jour-

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neys. Too often the "discussions" of college students, like those of their elders, consist of finding new arguments for maintaining old, half-incubated fixations. In almost all such constructive efforts at development of new religious ideals, balked by the continued smugness and lack of imagination on the part of much of the organized church, youth is looking for an outlet without the coöperation and guidance, the understanding and friendship that the church, were it really following the unselfish example of heretical Jesus, would give.

In the atmosphere of uncertainty thus produced, the light of a welcome gateway shines through. This consists of reform of the existent social order by the elimination of abuses and the scientific control of sociological problems. Such effort looms as the largest single interest in the minds and hearts of the most intelligent college students, both men and women.

In attempting to sum up the major points of student interest for a religious conference at Princeton a few years ago, nine centers of needed social reform were listed. In each, scores of students and other young people have expressed constructive ideas and have contributed thoughtful discussion. There was also abundant evidence in each case of the failure of the church either to face the issue, or having done so, being unwilling to decide it on the basic dictates of Christianity. Since these nine battlegrounds are the terrain on which youth and the religion of the future are fighting with vested authority and the religion of the past, it may be profitable to consider them at this time.

They are fields of human activity in which the practice of Christians does not coincide with the views of the church or in which the church itself is divided and at loggerheads. They are obvious, widespread, important, and continuous phases of civilization. They present major issues of intense moral value to youth; and show that the

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dogmatism of the church has been painfully inadequate in meeting these issues.

Briefly, they may be listed as birth, marriage, death, politics, wealth, law, recreation, international relations, and religious tolerance. They may be taken up without any attempt to rank them in order of importance.

The first to be considered is the attitude of the church towards birth. From prehistoric times to the present, woman has been slowly moving up from the position of a slave towards greater freedom. She has not always done this wisely, but her mistakes have not been serious and have been quickly forgotten or passed over by civilization. The early Christian church was explicit on the subject of woman's inferiority to man. She was to remain "covered" and silent in the churches. Her rôle was to be that of passivity and of submission to her husband. "Obey" was not idly written into the marriage service. Its recent removal is more than a straw which shows the way in which the wind is blowing.

By the same implication she was supposed to be at her husband's beck and call in matters of sex. This was apparently necessary in order to move even slightly in the direction of the replacement of concubinage by such a restrictive measure as Christian marriage. In limiting the number of women with whom a man might consort, complete control of the sex situation in relation to one woman was given the man as an apparently necessary sop. It still remains an important factor in our social problems. Maladjustment, as a result of this fact, is recognized as the most important single factor in producing marital unhappiness, infidelity, and divorce.

Hundreds of thousands of women in our supposedly Christian country are the sex slaves of their husbands who force them to over-produce and to become pregnant at a rate beyond their strength. As a result they either resort

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to abortion, a debasing and terrible indictment of our lack of humanity, or they undergo the process of child-bearing and give birth to a horde of weak, neglected, unhealthy, and unhappy children, many of whom are destined to become public charges. Students meet these facts in sociology, economics, and psychology, as well as in their everyday life.

Jesus is reported to have loved children and to have said "Suffer little children to come unto me and forbid them not for of such is the Kingdom of Heaven," and again "He that harmeth one of these little ones—it is better for him that he were never born or that a millstone were hanged about his neck and that he were drowned in the depths of the sea." A religion tracing its origin to One who felt in that way can scarcely be freed from the charge of neglect when it allows unwanted and uncared-for children to be spawned due to the continuance of primitive, ignorant, and animal relations between the sexes. When one adds to this the fact that certain of the Christian denominations show bitter and stiff-necked opposition to the application of scientific knowledge in the prevention and alleviation of this abuse, it is not surprising that intelligent members of the younger generation blame the church for its inadequacy, hypocrisy, lack of courage and human understanding.

The cry goes up from certain of the clergy that to give women safe and simple means of preventing conception would result in a great increase in immorality. Youth recognizes that no more blatant insult or expression of distrust in the inherent decency of mankind in general, and of woman in particular, could be given. They feel that such a viewpoint would not be tolerated in anyone but the protected church, and it cannot much longer be tolerated there.

A second battleground is found in the institution of mar-

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riage. The church has long tried to exercise a jealous monopoly of the control of this process. It has intimated that it could add sanctity and a certain spiritual quality to the act of marriage. The increase in divorce and in unhappiness has amply and conclusively proved, to all who are interested in facts, the failure of the church in this respect as well. The Christian marriage service usually requires from the contracting parties the statement that they will remain faithful to one another until death parts them. The definition and literal meaning placed upon the word "death" is a striking proof of the mixed logic and hopeless lack of imagination of the denominational church. The church insists that "death" be physical and material. It fails sympathetically to understand that mental, moral, and spiritual disintegration of either or both of the contracting parties can produce a death more real and more horrible than mere physical decay. At thirty, forty, or fifty, a man or a woman may, from the effect of drugs or alcohol, have so changed from his or her mental, moral, and spiritual make-up at twenty, that she or he is as truly different as it is possible for people to be. The individual who twenty years before contracted in marriage, may have so completely "died" that no trace of him can be found. Nevertheless the church in its most leaden and orthodox manner would often attempt to claim that dissolution of such a marriage would be a disaster of the first magnitude, and that even if it were dissolved, remarriage of either would be adultery. What a puerile and thoroughly disgusting code of ethics this is. Jesus could forgive and love all kinds of people, but bishops and cardinals claiming His protection can condemn and legislate with impunity against some poor being who, freed by law from the tyranny of a drunken husband, would dare to live out the rest of her life with a kindly and understanding consort. Youth does not respond sympathetically to such inhuman philosophy.

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This, they feel, represents a tragic overemphasis on the material and a misunderstanding of the meaning of Death in a spiritual sense.

Continuing its misinterpretation of the great truths of life, our modern civilization under the spiritual guidance of the church, professes and capitalizes on a belief in immortality, and yet does all that it can to keep hopeless invalids suffering from obviously incurable diseases "alive" and away from the peace and rest of eternal life. We fight tooth and nail to hold on to their bodies, gasping, writhing, moaning or inert, sodden and hazy from much drugging. We allow them to become shells, caricatures, and mockeries of themselves in order that our own happiness, our own habit of seeing them day by day, may be prolonged.

If we do believe in immortality, if we do look for the "life of the world to come," if death is "swallowed up in victory," how can we pretend to be Christians and allow such evidences of our superstition, selfishness, fear and ignorance to go on? Above all, how can the church fail to see or to attempt to fulfill its duty in this regard? The church is very sublime, dignified and self-satisfied in offering last-moment consolation to the dying. Why can it not see the absurdity of its position in allowing and condoning the prolongation of unnecessary suffering? Youth is asking such questions and gets no satisfactory answer.

Christianity speaks glibly of democracy and love of one's fellow man. It supports patriotic societies—opens their sessions with pious invocations and closes them with a benediction. It refuses steadily to look at the inside of the cup. In our own fair country, the "sweet land of liberty," tens of thousands of citizens of the negro race are, by intimidation and political intolerance, prevented from exercising their franchise. The church which should be active, militant, aggressive for social justice, remains supine, inadequate, inert in the face of the challenge. Poli-

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tics ridden with graft perpetuate such racial distinctions and rule the daily life of a rich and bloated country.

Would-be reformers and honestly-minded citizens urge youth to get out and vote. They point to the lack of interest which is manifested in elections—the apathy of the voting public. Youth does not respond because it sees the futility of it all. It sees mediocrity, or worse, well entrenched in positions of local political authority; it knows of the great organizations, open or secret, that rule the administration of our large cities. The choice between two or more ethical morons or robots representing opposing political machines does not particularly intrigue the mind of youth. It recognizes the impotence of the church and that its custom is to deal with politics secretly, if at all. It sees lack of leadership where guidance and inspiration should be forthcoming. It sees the church sneak on tiptoes out of the political temple or take its toll secretly from the moneychangers that sit there. It remembers Jesus—militant with the lash of small cords in His hand—and it smiles, perhaps a bit cynically. Who can blame it?

Tracing its origin to a simple and poor carpenter who never was interested in the world's goods, who took "no thought of the morrow," who recognized wealth as an obstacle in the path of applied Christianity, the Christian church has gone far, far, afield.

It has raised its endowments, conducted great financial campaigns, bought its property, acquired its wealth, as the old pagan institutions that preceded it also gathered their share of the sacrifices and gifts. To be sure it has also spent for the good of the needy, but it has not given all that it has to feed the poor. It has made safe and sane contributions with excellent business methods. How far is this removed from the spirit of whole-souled, spontaneous giving of even His very life that its founder showed?

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The parable of the servant who, forgiven his own debts, turned upon a fellow servant and attempted to exact from him every penny of a small sum owed to the recently forgiven one, has a similar force and an equally pertinent applicability. Young Americans see in this deadly parallel the unethical and paradoxical situation in which our country has placed itself.

Using freely and very generally the Lord's prayer which begs that we be forgiven our debts as we forgive our debtors, admitting by so doing the validity of the parable above referred to, we see an element of grim humor in the prevalent national policy of demanding payment of Europe's financial debt to us. As this is being written I believe that we are about to make a belated adjustment which allows France relief of approximately one-half the sum owed. At least we half-believe the Lord's prayer. We progress.

The church in this situation as in all the others exerts an influence conspicuous by its absence. There are excellent reasons for this type of behavior. When cathedrals, churches, or denominational educational programs costing millions are to be built, the need for money is constant and extensive. The owner of great wealth must not be antagonized or criticized. He must at all times be treated in a conciliatory and thoroughly courteous manner. Otherwise he will demonstrate beyond any possibility of doubt that he can subsist without the church better than it can get along without him. This would lead to an open confession of the extent to which the church had sold its freedom and idealism and naturally could not wisely be considered as being within the realm of sound policy.

Any embryonic zeal that the church might ever have had in this direction has been effectually quenched by the fact that it owns so much real and other property. It is indulging in purchase and sale of property for profit just

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as is any business institution. Once this fact is understood, the reason for inactivity and lack of interest shown by it in vital but radical movements is explained. From day to day the church goes cheerfully about the business of self-aggrandizement, building ornate cathedrals, elaborate schools, and laying up material wealth. It would not dare to face the consequences of active efforts to correct the situation. The church must be kept out of political situations (at least in public). It must keep its garments white and spotless. Loss of embroidery and ornament would result if bishops and cardinals grappled with the muck and ruck of the civic misbehavior of their constituents.

The church is largely engaged in pomp and pageantry—in parades and processions. It has been the experience of humanity that such activity means danger somewhere just over the horizon. Undoubtedly “triumphs” were rendered to Caesar—their magnificence is traditional. There was probably a procession, an orderly group of Roman soldiers, that centuries ago conducted Jesus to the cross. History has been known to repeat itself and youth is keenly aware of it. It watches with interest, but without active participation in, the signs of the times.

The attitude of the church towards the law and its enforcement is no more wise or helpful than are the periodic broadsides of publicity fired by the police commissioners of great gang-ridden and bootlegging cities. These manifestos are discounted in advance and are not taken too seriously. The church is at variance on the merits of such restrictive legislation as the prohibition amendment. All types, *pro* and *con*, occupy tirelessly their respective rostra on movable soap boxes. Youth, aware of the sound of their voices, and being intelligent enough to know that talk will not solve the problem, passes them by and proceeds to experience life and to form its own opinions.

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The rôle of so-called recreation in American life is a matter of extreme importance. The proper idea of recreation is to make over again, to build up, to counteract the wear and tear of work. It has become the present-day fashion to recreate in ways that merely cause forgetfulness or occupation of the senses, in ways that not only fail to build up, but that actually destroy, the effects of work and the orderly processes of the intellect. This has become especially prevalent among younger people and quite naturally so. Young people have neither the versatility of intellectual interests, the well-established habits of work, nor the balanced judgment which those of intelligent middle age should have acquired. The wastefulness of their recreation, therefore, can be easily explained. This fact, however, does not relieve the church of its responsibility to see to it that recreation is more intelligently planned and more wisely executed. Time-wasting is not synonymous with recreation, although it has practically been so treated by the vast majority of our citizens. The size of the tasks to be accomplished ought to be sufficient to bring seriousness and determination into the mind and heart of the church. If it had done so the church would have been able to develop a constructive and inspiring program of sociological work and research that would have devised and put into operation new and better types of recreation. Had it done so and had it thus moved out into contact with life, instead of trying primarily to hold its own denominational clubs and groups well labelled and classified, it would have been accepted naturally by youth as being young in spirit and therefore able to be a part of it. Some efforts in this direction have been made by certain of the more liberal churches. In so far, however, as they have been successful at all, it has been in making the breach between orthodox behavior and modern developments wider than ever.

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In international affairs the weakness of the church again looms large. Its efforts at mediation in event of war have in recent decades been practically futile. Its ability to convince men of the validity of true brotherhood has been pathetically small.

The recent *opera bouffe* between a political dictator and a religious potentate has been most enlightening in showing youth how seriously a material matter looms in the minds of men occupying positions of supposedly the highest idealism. There will now be pomp and countervisits to impress the populace. Meanwhile, youth throughout the rest of the world, if it pays any attention at all, will not be particularly impressed or transformed.

The attitude of aloofness shown by our country in formal associations of nations is a remarkably obvious and convincing test of our national selfishness. We appear to be afraid of having to help the world solve its problems at times and under circumstances inconvenient to our well-being and material prosperity. We are repeating the experience of the priest and the Levite; we certainly are not of Samaria.

This matter has been dubbed political; it has been treated as a party issue. It is inherently neither of these things. It is purely a matter of Christian responsibility and as such should have been forcibly and forcefully removed from the arena of political football by the joint—non-denominational—efforts of every Christian church. That the churches have failed to coöperate extensively with one another in this respect is another proof of their inadequacy and their selfish materialism. Small wonder then that intelligent youth reflects the attitude of that great liberal thinker, Kirsopp Lake, who says: “. . . I have been unable to disguise my fear lest the churches leave their intellectual housecleaning too late, so that the

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generation now growing up will turn its back on all organized forms of Christianity."

There is no undue pessimism in his attitude. The drift is already under way and may at any time become general if it has not already become so. It is clear that during the past eight or ten years the percentage of non-sectarian college students in our larger universities has been steadily increasing. The churches are either unaware of this or fail to understand that they are to blame. In one university, the active opposition of the vast majority of local churches to a student effort to hold Sunday morning non-sectarian convocations is typical of the blindness of the usual denominational group to the Truth at their very door.

Finally and most interesting of all is the situation as regards tolerance and the survival of mediaevalism in religion. There are a number of signs of the lack of courage of the churches in this regard.

Few churches dare to wait until children have grown up before they try to enlist them as members. The free choice of religious allegiance as a supreme act to crown and to shine above the intellect is ardently and actively combated by the sectarian Sunday-schools and other forms of early religious education. The aim of the Roman Catholic Church in this regard is well expressed by Dr. James H. Ryan, the Executive Secretary of the National Catholic Welfare Conference. He says: "The mission of the Church is primarily educative. . . . We want every Catholic child in a Catholic school. . . . If religion is to be made vital in the life of the adult, it must be taught him as a child." Certain questions naturally suggest themselves to youth. How much influence did a religious bringing up in the orthodox faith have on the life of Jesus? What of Buddha? What of Paul? It would seem to be nearer the truth to say the most vital religion comes without constant planning, without organization, without its

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being given "as advantageous a position as is given to every other subject of the school curriculum." Dr. Ryan's advice deals only with the maintenance of the membership list in an organized and orthodox denomination—not with the great spontaneous surges of spiritual strength and religious belief that rise superior to systems and that have lighted up the centuries.

A similar survival of primitive and un-Christian superstition and fear is seen in the sublime conceit of the church in its attempt to define, localize, and visualize God. Statues, images, pictures and similar focal objects have been made in abundance for the ignorant. Some of these idols have been raised to divinity by close association in the minds of the more ignorant adherents to the orthodox church. The orthodox denominationalist may still worship images and find great comfort in doing so.

This behavior is a natural outgrowth of the system that has built up a belief in the inspired and infallible nature of the clergy. Several things are required for the perpetuation of this point of view. It must have mysticism, ritual, and close agreement as to technique between the priests themselves, and fear, ignorance, and superstition in the congregation. Without these helping hands, control by the clergy is quickly lost. Intelligence and knowledge are shafts in the heart of superstition and fear. They are, moreover, barbed and tenacious.

The more intelligent the individual, however, the greater is his appreciation of the limits of his intellect and of its inadequacy in explaining, describing and understanding the spiritual. This being the case the elaborately planned ritual for conjuring up the Spirit; the definite and positive statements of what is or is not holy and good; the calm and unctuous self-elevation to the position of judge exhibited by the clergy of certain denominations, leaves youth cold or antagonistic as the case may be.

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"God is a spirit and all who worship Him must worship Him in spirit and in truth" is a definite caution against too much definiteness and authority in outlining His activities or in dealing out His judgments.

Youth sees the vast and almost overwhelming problems of humanity. It feels keenly and personally the unfulfilled needs of people, the sterility of theological achievement, and the gap between theoretical and applied Christianity. It is profoundly uninterested in the "rules of the game"; it wants to work, to play, to live, and to learn in order to develop a personal and abiding faith.

It believes that God will understand, forgive, love, in spite of the errors and blundering stupidities inherent in humanity. It refuses to accept a filial relationship as the descendant of a God that nags and condemns, that rewards and punishes. It sees a tired, overcrowded, noisy world in need of kindness, naturalness, simplicity, and with little loss of time or effort it closes its mind to, and wipes off the books, the studied efforts of order-loving, narrow and card-cataloguing denominationalism.

Much of this attitude shows itself most definitely in the reaction of youth to the problem of personal salvation. On this point a large wing of the orthodox church and the younger generation are at wide variance.

A good deal of the impetus of denominationalism is still derived from the element of fear. The clergy allow it to be believed that it is possessed of powers that can absolve individuals from types of behavior called sin. The individual naturally feels a strong urge to be absolved because the church informs him that his chances of eternal life depend upon his spiritual assets at the time of his physical death. He is clearly told that the future of the "good" is markedly and clearly happier than that of the "bad," and that the priest is endowed with all the au-

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thority necessary to tell him what the balance of his spiritual bank account is at any particular time.

This very materialistic conception of spiritual values has a strong appeal to practically minded people without philosophic tendencies, to ignorant people who are afraid, and to emotional individuals who react to the thrill of being "cleansed" of all taint and suspicion of misbehavior. Undoubtedly, confession is a good psychological outlet and its very value has allowed a clever and well-trained group to profit by it and to utilize it for the continuation of the organization from which they derive their support.

Youth realizes the essentially selfish and material nature of the urge for individual spiritual salvation. It believes that just as Jesus showed the way to a greater unselfishness, the future of Christianity should lie in an extension and strengthening of that emphasis. It recognizes the deliberate importance of individual salvation still being preached by the organized church as an active deterrent of, and serious obstacle to, progress towards truth.

The recent agitation against evolution has disgusted and has driven from orthodox denominations thousands of young people. They knew much more about the facts in the case than those who were loudly denouncing the teaching of evolution. They resented such an effort to muzzle free speech by legislation. The recrudescence of sixty-year-old emotional arguments backed by no detectable reason has definitely alienated a large number of college students from the church.

Finally the admitted and practiced intolerance of certain creeds irks youth. Taking advantage of the liberality under which this country was established, certain bigoted groups have steadily worked to establish their denomina-

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tional ritual and creeds as the only good, right and true church. This, of course, is in itself rank and not very subtle intolerance and an entire failure to live up to the spirit of our national constitution.

A few specific quotations or instances may help to clinch this point. Dr. Ryan definitely states, in writing on the topic "The Educational Program of the Catholic Church," "If the Church were a mere fraternal organization, a philosophical society, an economic or political viewpoint, we might conceive it as a banding together of people with like views and without any purpose of trying to impress these views on outsiders." This he clearly feels is not the proper function of the church which should on the other hand be militant, assertive, educative, aggressive in conversion of those who do not believe as it does.

Religion, feeling no such urge to increase, he describes as being "essentially tolerant of other religions." This liberal attitude he says is not the proper function of organized Christianity—by which he means his own specialized denominational group. Here is a frank and not at all surprising admission of intolerance which is and always has been fundamentally and totally un-American.

In a very similar way the domination of Catholic psychology interferes with free speech. A college president was invited to give the Commencement Address at a neighboring institution, presumably non-sectarian in nature. The head of that institution asked to see his manuscript in advance in order to give it to the press. After the manuscript had been submitted, the college president received a letter from his colleague requesting that all reference to religion be omitted because the liberality of treatment of that subject would offend the Catholics. This, he said, he could not afford to do from a financial and social point of view. The manuscript was not changed but the address was not given. Fortunately a substitute was available.

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A former highest officer of the Knights of Columbus actually wrote a protest to the members of the governing board of a State University demanding that they disown and fail to publish a Baccalaureate Sermon and a Commencement Address delivered at their institution, which he found offensive. These addresses had been given by two individuals, both scientists. One of them is an internationally known leader in his field as well as a great humanitarian.

Such examples of intolerance are certain to drive vast numbers of younger people into definite antagonism and opposition to the organized church. They represent a survival of the spirit that bred the Inquisition. They are as out-of-place and out-of-date in a modern civilization of steadily growing strength of individualism as a live dinosaur would be on a city street. As a proof of spiritual evolution they bear to liberalism the same relationship that the fossil three-toed horse bears to its modern descendant. They are museum specimens of a past spiritual era. They are outside the course of and unaware of the strength of the development of fearlessness in individualism.

The religion of college students is, then, unformed just as is their intellect. It is free of fixed procedure and rituals that are meant to hypnotize and to numb thought. It is tolerant of those who are tolerant, and suspicious of, or hostile to, those denominations which dogmatize. It is not worried so much about personal salvation as about the chance for serving humanity. It denounces and renounces fear as a worthy motive and it refuses vested authority as a license for insisting upon blind obedience. It recognizes the inadequacy of the church in facing the great problems incident to birth, marriage, death, wealth, recreation, politics, international relations, law and the survival of mediaevalism in religion. It loves and trusts

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God more than any generation before it and it is unafraid.

Those who worship organization will be unhappy about youth. Those who distrust youth will proclaim its godlessness. There need be, however, no great fear of the future. Spiritual forces vastly beyond the grasp of humanity need no advocates or apologists, no temples or pagantry. They come, are experienced, and are gone, leaving an indelible mark on posterity.

The outstanding contribution of modern youth to the progress of humanity may well be its silent, individual faith in the very principles which others must preach and organize in order to absorb. If youth can free the world from the need of an expensive religious overhead and can live and apply Christianity without being "pumped up" at intervals, we shall see God more nearly "face to face" and less "through a glass darkly."

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WHAT general principles underly the various changes which have been discussed? Are these principles peculiar to educational institutions, or are they also applicable in other great fields of activity in our national life?

These are important questions the answers to which may well serve to place a more accurate value on the so-called progressive and modern developments in our colleges. They are also queries justified by the need of reducing, if possible, to a stage of simplicity the main points of these developments, in order to enable us to carry them easily in our minds. Only in this way can they be made available for immediate and general application if and when they are needed. If, besides an analysis of the situation at the colleges, we can also add evidence which will make it clear that the principles there met with are general, and influence a number of other activities and problems, we shall feel that their foundation is surer and their future adoption by society more certain.

The first step to be taken is, then, an attempted simplification—a description of the changes in some sort of form which permits not only their analysis but their classification as well. To do this a very brief summary of the preceding chapters may prove desirable.

In considering admission to college we saw that the

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old system of examination is characterized by impersonality and by almost complete reliance on written material, which gives only a moderately satisfactory measure of the amount of information in a restricted field possessed by the candidate. The newer developments are proceeding with tests of general and special mental aptitude on the one hand, and towards study and evaluation of the pupil's emotional maturity, stability, and normalcy on the other. *The two avenues of progress have in common an increased interest in the individual student as a character and as a personality.* This fact stands out in sharp contrast to the older conception which considered the student just so much material passing through and out of the college, taking by accretion what he could.

The discussion of the college curriculum is based on the premise that the student who is selected by improved and more human methods retains his individuality and is worthy of continued study. It advocates carefully planned periods such as Freshman Week for orientation purposes and for first-hand study of the student. It advises that the first two years of college be employed as a period of academic elasticity in order to insure adjustment, intellectual curiosity, and interest. It suggests a comprehensive examination at the end of the first two years to determine his fitness for advancement to intellectual effort of a different qualitative type—as an upper classman. It encourages the establishment of natural and continuous efforts to detect, isolate and offer greater freedom to the exceptional student. *It is a natural result of the acknowledgment that the student as an individual offers a worthy field for study and development.*

The decentralization of the dean's office and its replacement by a group of advisers who are interested in the personnel problems offered by a college, is urged. Advice to students should be given normally and as a pre-

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ventive measure, instead of under the older system which considered it a corrective and therefore applicable only to those cases which had already become problems. Aid in planning the solution of academic, social, emotional, and financial problems of students is advocated. *The function of adviser is now considered as that of an aid in bringing out the best and most constructive possibilities possessed by the individual student.*

Certain factors, in many instances, act as obstacles to such new developments. Fraternities were shown frequently to be breeders of shallow group psychology, a false sense of values, social distinction contrary to a spirit of democracy, and a narrow loyalty to the "chapter" at the expense of a broader loyalty to the college as a whole. It was also shown that, considering their opportunities, they generally lack initiative and creative ability as educational units, and provide time-wasting *activities which militate against the student's acquisition of a more mature, individual, and independent point of view.*

Automobiles and liquor were censured as being *unnecessarily complicating factors during a period of extremely difficult orientation and adjustment.* Their wise and responsible use "off campus" should be taught, along with other habits of self-control, before the student reaches the college age. Their use in the uncontrolled and unbalanced manner often observed on the campus was condemned as a menace to youth and a destructive force in a situation requiring everyone's coöperation along much more important and constructive lines. The same general attitude was taken towards co-education during the undergraduate years: *It introduces a needless complexity which leads to unwise and excessive efforts in emotional adjustment at a period where the formation and establishment of habits of intellectual activity are most needed.*

Compulsory military training was also identified as a

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needless irritant which, by the introduction of a controversial factor, diminishes the effectiveness of our college education. These are all student problems which make the situation involved and difficult. In their present condition they hamper progress towards the desired goal—namely, that of giving the student the best possible opportunity for his fullest individual development.

Six other deterrents to the advance of college education were next considered. These affect directly either the faculty or the governing boards of colleges and only indirectly influence the students.

The first of these is the attitude of narrow specialized professionalism which permeates the minds and activities of so many members of our college faculties. Men afflicted in this way belittle teaching, obstruct the promotion of their associates who are primarily teachers, and so widen the breach between faculty and students. This in turn greatly diminishes the opportunities for development of the student as an all-important partner in the educational process.

Teacher training was discussed and was shown to be suffering from too little research and too high a degree of "professional" spirit. An excess of the latter was also pointed out in three "pseudo-professional" fields of home economics, divinity, and journalism. The fact that these subjects provide additional fuel to the fire of criticism of teaching offered by the professional scholar was brought out. It was suggested that studies of human development and growth of the individual, both physiologically and psychologically, must eventually provide a foundation of research for colleges engaged in teacher training. This development would save them as a professional unit and would keep them in sympathetic contact with progress in higher education. It is thus a further acknowledgment of the principle that the *individual*

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student is the most important link in the chain of the educational process and that that chain can only continue to hold together if the attention and interest of educational research are directed towards the strengthening of this crucial link.

Politics expressed in terms of selfish interests of state officials, local community, or individual donors, was recognized as a fatal weakness in any college or university. Complete independence of governing boards, administrative officers, faculties and students, from such influences was considered as absolutely and universally essential.

The danger of a failure to understand and to utilize the active interest of students in athletics was pointed out. It was felt that the narrowly restrictive measures advocated by some would not solve the problem of "over-emphasis" on intercollegiate athletics. Instead *a policy of extension of the opportunity for inter-collegiate competition to include more students and more teams* was advocated. *During competition, the delegation of more authority and responsibility to the student, instead of to the professional coach,* was suggested.

The lack of imagination shown by colleges and universities in utilizing the intellectual interests and hobbies of their alumni and former students was criticized. The suggestion was made that *while the student is in college he should be encouraged, and inspired by intellectual contacts of such a type with his Alma Mater that they could be continued in a constructive way after his graduation.*

Finally, in the last chapter the most important increase of religious liberality and the decrease of blind obedience to narrow denominational dogma on the part of our college students, were noted. *These also are evidences of the growing importance of individual initiative and spiritual strength among students.*

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All the matters discussed unite in crystallizing the conclusion that our colleges are rapidly awakening to the fact that modern youth demands, and should receive, support in its natural desire for independence and responsibility of a higher order. Rigorous domination by fixed organized authority vested in a favored and privileged group of adults has become an obsolete and useless practice.

The intellectual and moral control of the mind and spirit of youth by *ex cathedra* pronouncements is dwindling rapidly. Recognizing the fallibility of all man-made institutions, *youth is seeking and will obtain a full partnership in the formative and creative phases of the educational policy of our colleges.* Signs of progress in this respect are becoming increasingly evident. College presidents such as Hopkins of Dartmouth, Angell of Yale, Moore of Skidmore; great teachers such as Meiklejohn; liberal and inspired preachers such as Fosdick, Maude Royden and Lake, are beacons in high places. Youth is recognizing and is utilizing their leadership to an ever-increasing degree.

Humanity really knows very little about its most basic and impressive experiences. Friendship, love, beauty, courage, sympathy, idealism, imagination—qualities which outlast and rise superior to all nations and civilizations—belong to youth quite as much as to age. The sham and pretext of life without these activating motives is perhaps clearer today than ever before.

The relative experience of youth and of age in these things that really matter is much more nearly equal than we ordinarily have admitted. There have been 1930 years since the birth of Christ and there were scores, hundreds, and perhaps thousands of centuries of human experience before that. If an individual began his contact with human problems A. D. 1870 he is not vastly more wise than one

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who began it in A. D. 1910. Certain of the fundamental attributes and qualities by which every person must steer his course and evolve his personality in the face of the wear and tear of life, come quite as much from the centuries and ages as they do from his individual experience. Our social inheritance starts us in life with a very definite although intangible background and foundation. It has been slowly evolved and contains many elements which are extraordinarily persistent in the life span of any one generation. From this point of view we become the elder brothers of the younger generation, rather than their all-wise parents. Such an attitude of brotherhood approximates the truth more nearly than does the automatic self-righteousness of the more paternal concept. It is unfortunate that self-esteem so magnifies the importance of the "paternal" attitude, since the actual working out of the two types of approach in everyday life proves conclusively the superiority of the relationship of brotherhood.

Once this relationship of brotherhood between generations becomes the accepted activator of our colleges, we shall have less desire to make college students "grow old" before their time. The colleges will then stop trying to teach intellectual memory-tricks as if the students were so many trained dogs. The sterility of the unnatural and acquired form of mental reaction encouraged by most of our curricula will become increasingly apparent. Teachers will thereafter be much more interested in efforts to retain both for themselves and for the students the enthusiasm of youth. Future generations will laugh at our present efforts to load students with clever and ready-made ideas. We have been doing this as though facts were so much food to be carried in an emotional and intellectual market basket. This is an amusing game of reflected self-esteem for intellectually developed professional schol-

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ars. It has, however, little or no influence of lasting value on youth itself. It may even turn students in disgust from further contact with scholarship.

The great individual differences in maturity and judgment between individual adolescents as well as between individual adults, are lost sight of and stupidly neglected in any wholesale attempt to reduce the average age of students at college entrance or at graduation. With our secondary school as much of a memory test as it is at present, those who pass through it at an earlier age may simply be cleverer and not wiser than those who graduate later. Mass generalizations urging earlier attendance at college are, therefore, retrogressive and antiquated efforts which confess to a lack of knowledge of, or interest in, the all-important advances of the last two decades in human biology. College education at its best must always be a human process with an interchange of ideas and ideals between those who have learned the joy of intellectual effort and those who are anxious to do so. College is not a social or country club—nor is it a factory grinding out students like so many intellectual sausages linked by “college spirit” and stuffed with heterogeneous detailed facts.

Individual student needs, problems, and development are the keynotes of educational progress. Their proper consideration and whole-souled coöperative advancement lead to a more human and a happier relationship between adults (the ruling group) and youth (the dependent group). All steps in this general direction have in common the underlying idea that there is no monopoly on knowledge, authority, or truth. Everyone—young or old—has the right to search for truth and to state it, or live it, as he sees it. This is a recognition and admission of the divine origin and consequent dignity of the individual. It attempts, by showing to that individual friendship and

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human interest, to light up his life with a spirit of adventure and humility, with courage in the face of adversity, with faith in, instead of fear of, the unknown, and with natural and self-perpetuating love of his fellow man.

This principle is the keynote of the awakening college. Is it capable of broad extension and application to fields of human endeavor outside of that of education? Although no exhaustive treatment of such a general matter can be attempted, it may be of interest to consider briefly the outstanding indications of progress in industry, business, medicine, politics, international relations, and religion. While doing this, the growth of individual initiative and independence and the correlated diminution of vested authority should continually be kept in mind. So also should the growth of happier relations between the various types and levels of people coöperating in any progressive enterprise.

In industry, the entire development of trade and labor unions is the result of an increasing conviction that the rights and abilities of the individual workman and his family should be recognized and admitted. The older idea that the employer was the only person concerned with the planning and various broad constructive policies of industry, has died and is well buried. In its place has come the much more natural and human conception that industry in all its phases, including those of establishing programs and determining methods of procedure, is a coöperative venture in which employer and employee, capital and labor, must always be concerned. The old-line employer is directly comparable to the stand-pat and over-professionalized member of a college faculty. Both believe in their vested rights and in the infallibility of their judgment and wisdom. Both are as antiquated and as out of step with modern progress in their respective fields as is a hack in contrast to an automobile. *The principle under-*

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lying present progress in both fields is the same—namely, that of increased opportunity and dignity to the individual workman on the one hand, and to the student on the other.

Business has been through exactly the same sort of experience. The old idea was that the producer and distributor of any product were the only ones concerned with its constituents. The individual purchaser or consumer was merely a person utilizing the product just as the student was looked upon by the "old guard" of the faculty as a mere recipient of inspired information which they, as the high priests of an orthodox academic faith, doled out. Both groups in authority have in the past made the same mistake. Business has, however, recognized the fact and has, through enormous programs of advertising, admitted the consumer to a position of importance. Such a development is based on the progressive idea that the opinion and judgment of the consumer is worth while. It allows his preference and experience to have a direct effect on the type and detailed character of the material produced. It admits the principle that the individual is an important factor in making business a more human and more coöperative undertaking.

Not only in the two very material and well-organized fields of industry and business has this principle become an accepted fact of first importance. In medicine a parallel change has been taking place with ever-increasing rapidity and extent. The whole emphasis of preventive medicine and personal hygiene is based on the assumption that the individual layman can and must be trusted with adequate information and authority to make him his own doctor except in cases of emergency. Thus the public is, to a considerable extent, taken into the confidence of the medical profession.

The old relationship between members of the medical

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profession and the laity rested on secret and supposedly mystical information possessed by the former. This was distributed by them with unquestioned authority. The modern idea cheerfully admits the layman to partnership in all attempts to help in the solution of health problems. The importance of initiative and self-sufficiency on the part of each citizen in planning and executing health measures for himself and his fellows is now taken for granted. In applied medicine, the student (the ordinary layman) is now in full partnership with the professor (the medical practitioner) in obtaining and maintaining a virile and progressive standard of medical achievement.

A bit more grudgingly than in the foregoing cases, politics is also becoming more liberal and more intelligently distributed throughout the minds of the voters. It is not entirely clear as yet that the professional politician has realized the situation as a whole. For some years he has urged that there be a large vote. This is wholly natural and easy to understand since it is by the number of votes cast that he will be elected or defeated as the case may be. He has not, it should be noted, been nearly so anxious to obtain an intelligent vote. The radio has, however, provided a very real and uncontrollable way of educating the individual voter. The citizen can now, in his own home, listen to the chief candidates of both parties declaim and rant, without subjecting himself to the influence of party bosses and the mob psychology of a political meeting. As an example of the way in which this process works it was in the opinion of many, not so much the religious or professional political affiliations of a recent presidential candidate that defeated him, as it was the impression given to, and engraved in the minds of voters by his radio talks. Candidates for important offices will, however, continue to be forced to use the

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radio by popular demand for that type of contact. Whether they like it or not they are, from now on, talking to the individual American in his home. Thus, the ordinary citizen can, in a way not previously possible, discount and "debunk" the speeches. The radio is the true American Declaration of Political Independence. It makes the individual citizen free to hear all sides of the major issues of any important political campaign.

The attitude of those in charge of international relations is also undergoing a distinct change. With the advocacy of open covenants, openly arrived at, to replace the old-fashioned secret negotiations of professional diplomats vested with full and complete authority, a great forward step has been taken. It opened the door to a complete shift in emphasis and gave to the individual citizen a feeling that he was expected to participate in constructive activities of international scope. To be sure, it was first necessary, through the medium of the League of Nations and the World Court, to make the small nations feel that they had a definite voice in world affairs. Hard on the heels of a marked success in that respect, however, has come a tremendous growth of popular interest so that the amount of individual intelligent opinion on matters of war and peace is vastly greater today than ever before. Secret deliberations are decidedly *non-grata* to the great majority of people in all civilized nations.

The high priest in business, industry, medicine, politics, and in a whole host of other fields, has seen the writing on the wall and has felt the arrows of doubt and suspicion. He has begun to reform and to liberalize. In education and religion he still holds grimly to his orthodox rights even though youth is leaving him stranded in solitary glory as it pours past like a river at the flood. The recent encyclical on education is too shining and extraordinary an example of this quality to be passed over. It

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should be carefully and analytically read by all thoughtful Americans.

It seems strange, and perhaps a little paradoxical, that the material activities such as business and industry have gone further towards the realization of coöperation and utilization of the individual as important elements in all phases of their work, than have the supposedly idealistic fields of education and religion. There are probably many contributing causes to this situation but one of them is undoubtedly the fact that in education and religion values—both good and bad—are relatively intangible and difficult of exact definition. This has made possible in both cases an abundant growth of mystery and meaningless ritual. The recent rapid increase of scientific knowledge has in many instances not only replaced ignorance by truth, but has also stimulated the growth of courage and confidence at the expense of deliberately fostered doubt and fear. Youth realizes obviously that many educational and religious high priests have repeated their formulae so often that they have come to believe them. Normal youth, having little of bitterness in its makeup, has no widespread desire to upbraid those who for years have been feeding it pap when its needs demanded a more substantial diet. As a matter of fact, youth merely leaves them neglected to preach their mediaeval education or religion to the old and weary who are fearful or suspicious of the new and unknown. In its reaction, youth is probably not clearly aware of the distance which it has traveled from a fixed and orthodox base. It needs both friends and leaders. That is why there is a tragic quality in the blindness of those high in education or in religion who, in the face of new scientific and spiritual truths, still continue to demand from youth allegiance to an unchanged and inflexible orthodoxy. That is also why those who are young in spirit hail such religious leaders as Fos-

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dick, Lake and Gilkey, who have broken through the ice barrier of pseudo-perfection and are face to face with reality.

Education and religion, through their "high priests," have claimed in their philosophy and in their procedure, that they are infallible. This, unfortunately, the world (and especially those interested in science) knows they are *not*. The reaction of many of the ritualists, when this is pointed out, has certain strong points of resemblance to that of a number of the institutions called "unclean" by the Carnegie Report on Intercollegiate Athletics. They enter into an elaborate defense and attempt to prove point by point, their purity. Those who are skeptical merely wink one eye and pass by, leaving behind to decay in the desert of neglect, the laborious and unconvincing arguments.

When nature is ready to eliminate a particular form of life as being unadapted to the environment then prevailing, she first isolates geographically or physiologically the unfit organism. She is today exerting the same quiet but invincible force on the level of social institutions. The professional and materialistically selfish attitude which certain educators and religious officials have taken, is obsolete. The signs are everywhere prevalent that life has begun to isolate those who insist upon demanding blind obedience to an "inspired" authority vested in them. Civilization is still supporting them but their control is merely tolerated as an unimportant factor. Youth is out of sympathy and out of touch with them—and youth means the active, forward-moving tentacle which the present must throw out to grasp and hold the future.

It is a thrilling and impelling time to be alive. The social, educational, and religious issues are becoming increasingly well defined. The living and growing elements are worming their way through the inert mass of the fixed

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and inactive towards a magnetic light, the drawing power of which is irresistible. It is a great and epic adventure on an heroic scale. Individuals naturally are continually meeting unhappiness, uncertainty and discomfort, both mentally and spiritually. They are apt to feel very keenly the momentary darkness if their progress towards the light is temporarily checked. If they are attached to some educational or religious unit, they feel the drag and weight of the organization which they may be trying to lift with them. They may be patient and wait; or they may be zealous and rebel. Their fate, however, can be decided one way or another without more than an infinitesimal effect on the general forward movement which is the revelation of a new social, educational and religious order.

It is entirely possible to take a point of view which says "Let the religious and educational institutions sleep—it keeps them out of the way and progress can go on." That attitude, however, is impersonal and too cold-blooded in its sacrifice of the immature and guiltless student. It is better, if possible, to awaken the churches and the colleges to the grim seriousness of the situation and let them, if they must, die on their feet.

Such a gloomy fate for both of them cannot be allowed. Certainly the situation in our colleges is too critical to permit the usual elaborate and slow development of a complicated period of transition. Immediate recognition and fearless uncompromising action is necessary. The issue is clear, the challenge is direct, and the response must be worthy of our origin and tradition.

Fortunately, progressive thinkers in the fields of education and religion are increasing daily. It would be impossible to name them all individually. In general, it may be said that those working in education are giving outstanding personal attention to the individual student. Those in

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religious fields are successfully breaking down the archaic and outgrown sectarian barriers and are thus establishing a more honest and noble Christianity. To youth's credit let it be said that it thoughtfully discriminates and follows the finest type of leadership when that opportunity is provided.

It seems impossible that the intellect, vigor and charm of youth for the serving of which both school and the Christian Church were presumably created, can fail to make inflexible orthodoxy shake off its inertia and take hold of life fearlessly and with a new spirit.

Sleep once won is easy, and waking is difficult. But there is work to be done—new worlds to be built. An eager, courageous youth awaits.

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